



Cedar Primary School

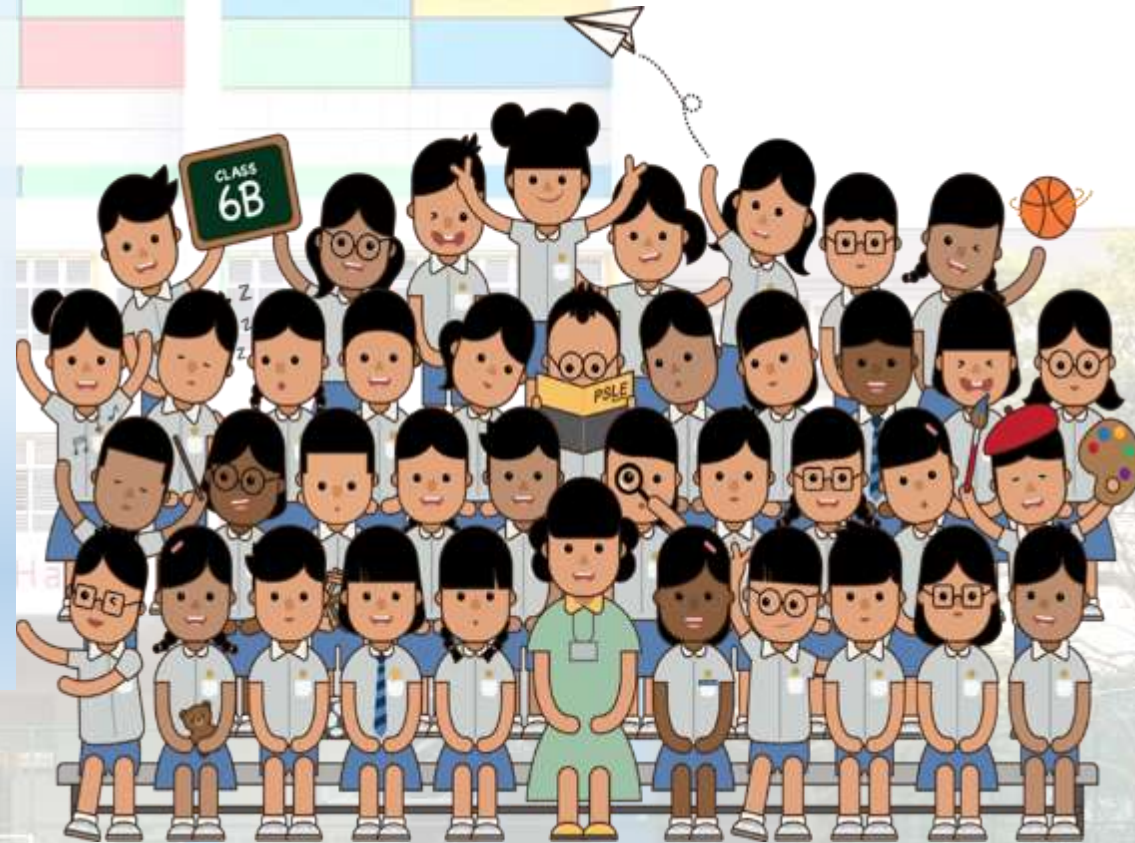
# P1 & P2 Parent Engagement Webinar 2025

MacPherson Sports Hall



# *Objectives of Webinar*

1. To update you on the current educational landscape
2. To share with you curriculum and student development matters
3. To share how we could support the children's learning and well-being together.





# **Programme**

## **10.30 am – 12.30 pm**

SN	Item	Presenter(s)
1	Student Development Matters	Year Head, HOD (CCE) & Level Manager
2	Updates on Current Educational Landscape	Principal
3	Curriculum Briefing	Respective IP Leaders
4	Q & A	Hosted by Year Heads & Level Manager





# Student Well-being Initiatives and Programmes

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*



-Learning Disposition

-Home-School Partnership

-Growth Mindset

-Well-being Wednesdays

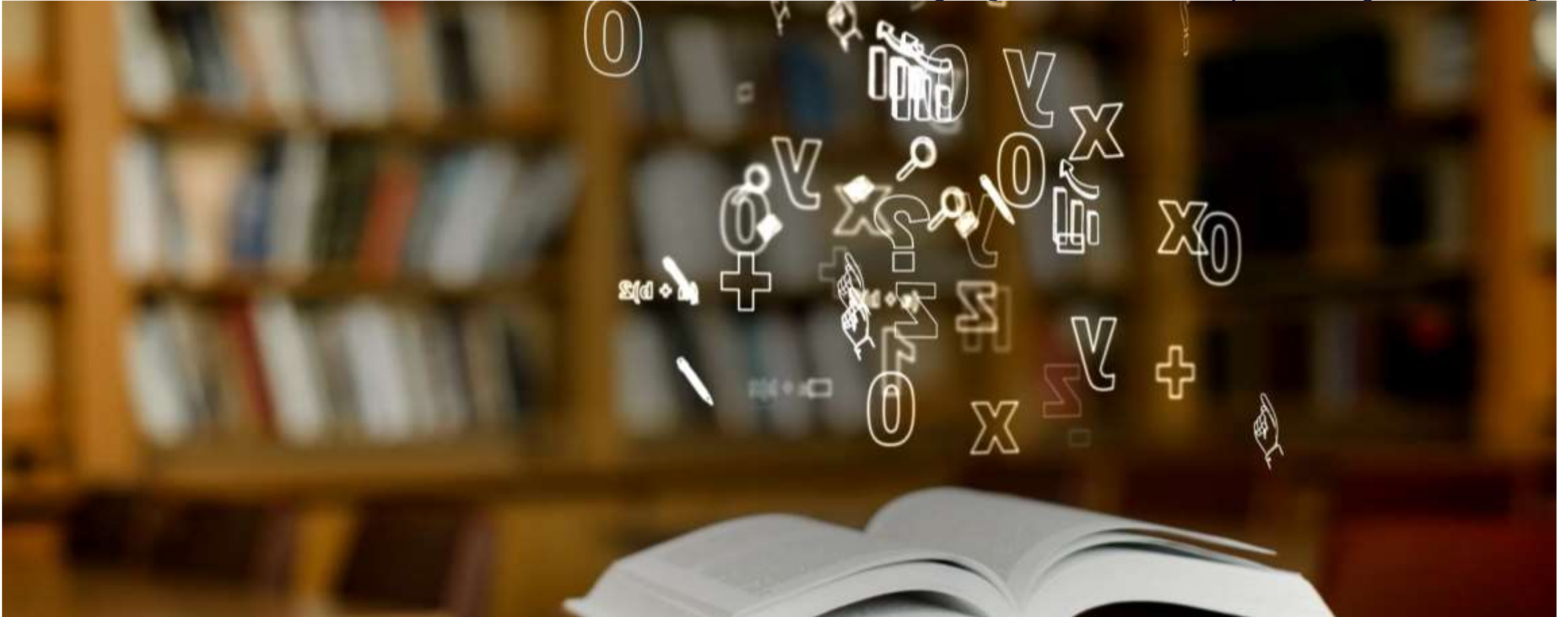
-Cyberwellness

-Character and Citizenship Education



# Learning Dispositions

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*





# Learning Dispositions

*School Values: Integrity, Kindness, Resilience, Responsibility, Creativity*



**Learning dispositions are habits of thinking and doing when the students are engaged in the learning process.**

**They affect how students approach learning and therefore the outcomes of their learning.**





# CPS Learning Dispositions

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

Learning Dispositions	Alignment to CPS Vision, Value and Motto
1) Engagement in Learning	Vision: Joyful Learners
2) Drive to Learn	Vision: Joyful Learners; Value: Responsibility
3) Resilience	Value: Resilience; Motto: Effort Determines Success
4) Creativity	Value: Creativity; ALP: Creative & Inventive Thinking
5) Collaboration	Vision: A Connected Community



# (1) Engagement in Learning





# ( I ) Engagement in Learning

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

Mindset	Observable Behaviours	Classroom Practices and Environment to Nurture the Disposition
<ul style="list-style-type: none"><li>• I look forward to coming to school.</li><li>• I am <b>eager to learn</b>.</li><li>• I <b>enjoy learning</b>.</li><li>• I will participate enthusiastically in school activities.</li></ul>	<ul style="list-style-type: none"><li>• Comes to school regularly (<b>good attendance</b>)</li><li>• Pays attention in class</li><li>• Completes class work and homework</li><li>• <b>Participates enthusiastically</b> in class and school activities</li></ul>	<ul style="list-style-type: none"><li>• Deliver engaging lessons through various strategies, e.g., role-playing, case studies, peer teaching, demonstrations</li><li>• Encourage participation</li><li>• Build a <b>caring and enabling school environment</b> through<ul style="list-style-type: none"><li>• Positive teacher-student relationship</li><li>• Positive peer support relationship</li><li>• Student voice and ownership</li></ul></li></ul>



## (2) Drive to Learn



## (2) Drive to Learn

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

Mindset	Observable Behaviours	Classroom Practices and Environment to Nurture the Disposition
<ul style="list-style-type: none"><li>• I <b>take ownership of my own learning.</b></li><li>• I have the <b>skills to learn independently</b> – I know what I want to learn and how to learn.</li><li>• I have an inquisitive mindset and am constantly asking questions and doing research to find out more.</li><li>• I am intrinsically motivated to learn for life.</li></ul>	<ul style="list-style-type: none"><li>• <b>Completes tasks to the best of his/her ability</b></li><li>• <b>Works independently</b></li><li>• Asks questions to find out more about topic</li><li>• Learns to get answers to his/her own questions</li><li>• Sets goals and works determinedly towards them</li><li>• Monitors progress of work</li><li>• Assesses quality of work and makes improvement</li></ul>	<ul style="list-style-type: none"><li>• Teach students <b>learning strategies</b>, such as:<ul style="list-style-type: none"><li>• setting goals and targets</li><li>• asking questions</li><li>• <b>finding answers to their questions</b></li><li>• assessing their work and progress</li></ul></li><li>• Scaffold learning so that students can eventually work independently</li><li>• Use Formative Assessment to help students identify their strengths and target areas that need work.</li></ul>



## **(3) Resilience**





# (3) Resilience

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

## Mindset

- I **persevere** and **keep trying** in the face of challenges.
- I **adapt to changes** that come my way.
- I pick myself up and become stronger when the going gets tough.
- I believe that when given equal opportunities, all of us can succeed, if I have the determination and put in hard work.

## Observable Behaviours

- **Keeps trying despite failures or challenges**
- **Adapts** to changes readily
- Accepts feedback and uses it to improve performance
- Manages stress effectively

## Classroom Practices and Environment to Nurture the Disposition

- Create an environment where students **feel safe to make mistakes**
- Encourage students to **learn from mistakes**
- Encourage the Growth Mindset, e.g.:
  - Use the Growth Mindset language (the Power of Yet, Challenges help me grow; Failure means I' m learning)
  - Praise efforts instead of results
- Teach stress management and resilience strategies



## (4) Creativity



## (4) Creativity

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

### Mindset

- I **express myself** and **share my views** openly and respectfully.
- I am **eager to learn new things** and **try out new ideas**.
- I think of different ways to solve a challenge or make things better.
- I am able to manage a challenge in a systematic manner.
- I turn new ideas into reality that benefits the class, school and the community.

### Observable Behaviours

- **Approaches tasks in a new or original** way, be it in the arts, writing or problem-solving
- When managing a challenge:
  - Is able to understand and define the challenge
  - Thinks of different ways to solve a challenge
  - Develops effective plans for solving problems

### Classroom Practices and Environment to Nurture the Disposition

- Create an environment where **students feel safe to share their views** and **experiment with different ideas**
- Guide students to manage a challenge: define challenge, look at issues from different perspectives, devise a plan
- Develop the students' ability to generate ideas and solutions in CIT and other lessons using the CEDAR idea generator
- Encourage students to look out for issues in school and community which they can help address



## (5) Collaboration





# (5) Collaboration

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

## Mindset

- I **work collaboratively** with my peers towards a **common goal**.
- I have the social skills to work with my peers.
- I accept diversity in working styles and opinions when working in a group.

## Observable Behaviours

- Works collaboratively with different classmates to complete tasks assigned
- Appreciates everyone's opinions, strengths and abilities when working in a group.
- Practises **good interpersonal skills** such as speaking respectfully, listening actively and receiving feedback graciously

## Classroom Practices and Environment to Nurture the Disposition

- Provide opportunities for collaborative or cooperative learning
- Teach skills for effective group work: respectful speech, active listening, accepting feedback graciously
- Develop **social awareness and social skills** in the students
- Promote an inclusive culture where we embrace and celebrate differences



# Learning Dispositions for students

## Student Handbook p26

### Our Learning Dispositions

#### Engagement in Learning



- Comes to school regularly
- Pays attention in class
- Completes class work and homework
- Participates enthusiastically in class and school activities

#### Drive to Learn

- Completes tasks to the best of his / her ability
- Works independently
- Asks questions to find out more about the topic
- Learns to get answers to his / her own questions
- Sets goals and works determinedly towards them
- Monitors progress of work
- Assesses quality of work and makes improvement



#### Resilience



- Keeps trying despite challenges
- Adapts to changes readily
- Accepts feedback and uses it to improve performances
- Manages stress effectively

#### Creativity

- Able to understand and define the challenge
- Thinks of different ways to solve a challenge
- Develop effective plans for solving problems



#### Collaboration



- Works collaboratively with different classmates to complete tasks assigned
- Appreciates everyone's opinions, strengths and abilities when working in a group
- Practises good interpersonal skills such as speaking respectfully, listening actively, and receiving feedback graciously



# Levels of Development

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

Development of Learning dispositions is reported under *Personal Qualities* in the Holistic Development Profile (HDP) :

Level of Development	Descriptor in the End-of-Year HDP
Demonstrates on a few occasions	Demonstrates to some extent
Demonstrates adequately some of the time	Demonstrates Adequately
Demonstrates adequately most of the time	Demonstrates Strongly
Demonstrates well and consistently all the time	Demonstrates Very Strongly



# Home-School Partnership:

**For Student Well-being  
and Holistic Development**

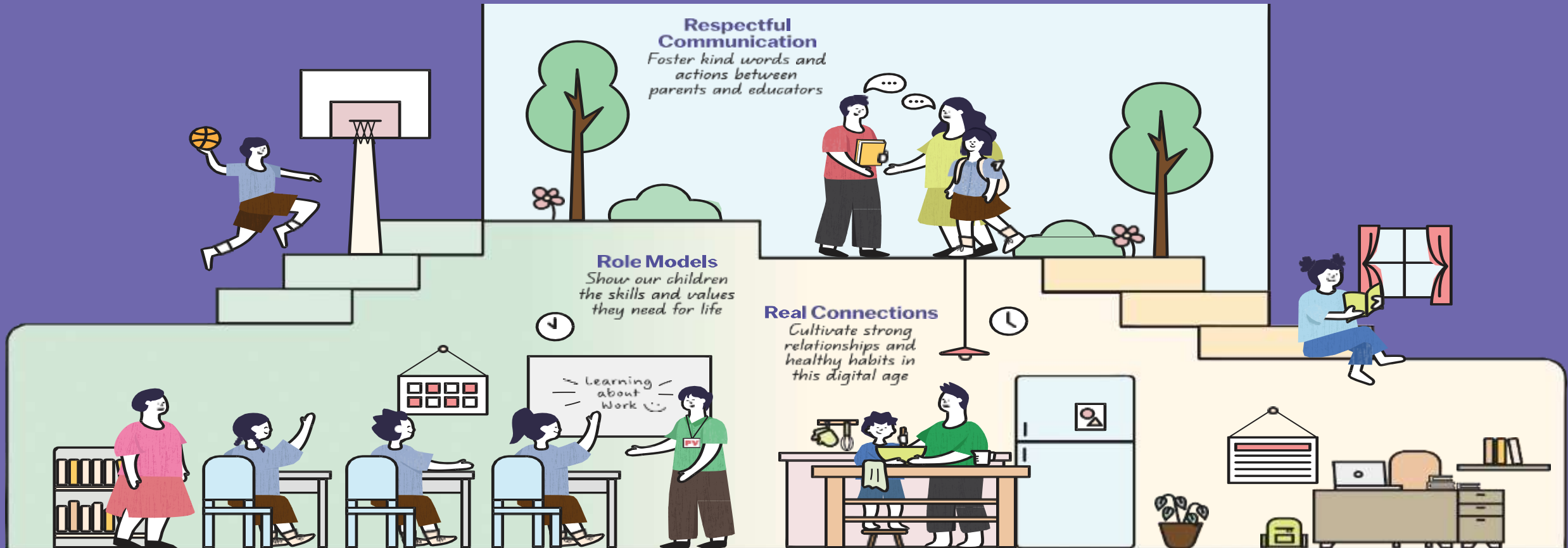
**Raising a Happy,  
Confident, and Kind  
Generation Together**





Guidelines for School-Home Partnership

# Raising a Happy, Confident, and Kind Generation Together





## Respectful Communication

Foster kind words and actions  
between parents and educators



- **Let us listen to and understand each other's perspectives and concerns regarding each child.**
- **Communicate kindly using official channels:**
  - Leave a message in the Student Handbook or with the General Office (*e.g. to inform us that your child is unable to attend school*).
  - Email your child's/ward's form/subject teachers.
- **Respect each other's time by communicating during working hours.**
  - We seek your understanding to contact us during official school operating hours (**7 am to 5 pm, Monday to Friday** on school days).
- **Model the use of courteous and respectful communication and acceptable social norms through daily interactions**
  - Help your child learn how to engage in respectful conversations so that he/she can become a better communicator, friend and support to others.



## Role Models

Show our children the skills and values they need for life



- **Practise gratitude and find joy in everyday experiences with our children**
- **Instil confidence by encouraging responsibility and believing in each child's abilities.**  
Encourage your child to
  - Attempt his/her homework on his/her own and submit on time
  - Be punctual for school
  - Be school ready – pack the bag, wallet and/or recess food daily
- **Model good values in words and actions, at school and at home.**
  - **Reiterate our school values of Kindness, Integrity, Resilience, Responsibility and Creativity** as depicted in the Mark of a Cedarian, which is found in our Student Handbook
  - Use **Growth Mindset language** and **Well-being strategies** taught to help students cope with challenges, stress and to manage self.



## Real Connections

Cultivate strong relationships and healthy habits in this digital age



- **Build strong bonds through shared experiences and meaningful conversations.**
  - Reading together daily for at least 20 minutes.
  - Exposing your child to different social situations with extended family and peers through social activities both in and out of school, like family gatherings, CCAs and camps
- **Establish good habits for our children to stay confident and in control of their technology use.**

**The Habits include:**

  - Sleeping at regular hours to ensure sufficient sleep – about 9 hours each night.
  - Limit use of mobile and gaming devices
  - Designate a specific quiet study area at home
  - Ensure focus and no distractions whilst doing/revising schoolwork.
- **Provide a balanced mix of engaging online and offline activities, at school and at home.**





# Growth Mindset

*School Values: Integrity, Kindness, Resilience, Responsibility, Creativity*

Embrace challenges  
Persevere in the face of failures  
Talents and abilities can be developed  
Focus on the process not the outcome

Find inspiration in others success  
Engage deeply and process the error with a desire to correct it  
Accept criticism as a way to learn  
Embrace novelty with a desire to master new skills

Look for people who challenge them to grow  
Leads to collaboration and innovation



*Growth Mindset*

*Fixed Mindset*



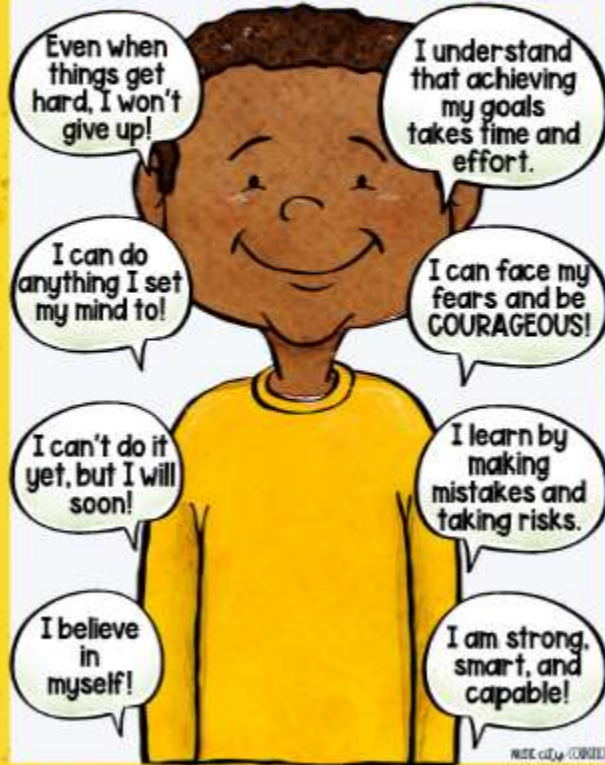
Avoid challenges  
Give up easily  
Talents and abilities are fixed  
Focus on the outcome

Feel threatened by the success of others  
Run from error, do not engage with it with a desire to look smart  
Ignore negative feedback even though it may be useful  
Avoid new experiences with fear of failure

Look for people who can reinforce their self esteem  
Can lead to cheating and deception

# Growth Mindset

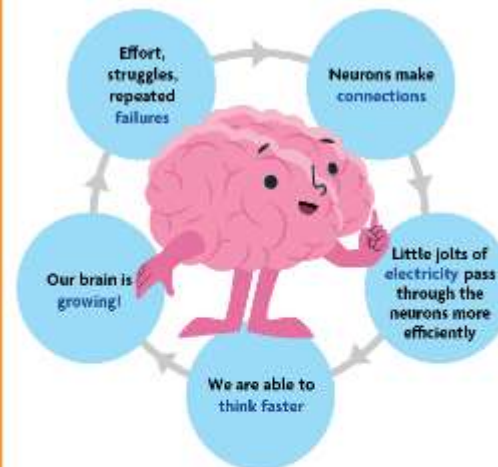
## GROWTH MINDSET



## FIXED MINDSET



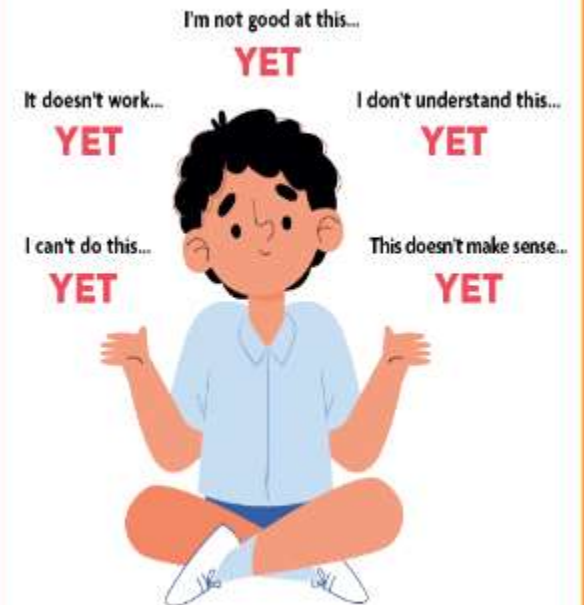
## The Truth About Our Brain



What can we do to GROW our brain?

- 1 Talk**  
to our brain by using positive self-talk
- 2 Ask**  
questions to find answers by exploring different methods
- 3 Visualise**  
our plan by drawing pictures in our head based on our knowledge and imagination
- 4 Predict**  
possible scenarios by anticipating what may happen and generate alternative solutions

## The Power of Yet



**Growth Mindset**

Change your words, change your mindset!

Let your child Grow and Glow...





# Well-Being Wednesdays

Intent for Well-being Wednesdays :



- To **help students manage stress** and be **able to look after their own well-being**
- **Teach** student various Wellbeing Practices/ Strategies to do at school or on their own
  - 1) Deep Breathing exercises
  - 2) Positive Self Talk
  - 3) Gratitude 123
  - 4) Making Lemonade (Mindful stretching)



**I AM GRATEFUL**  
for my life  
for all blessings  
for my family  
for my friends  
to be housed & fed

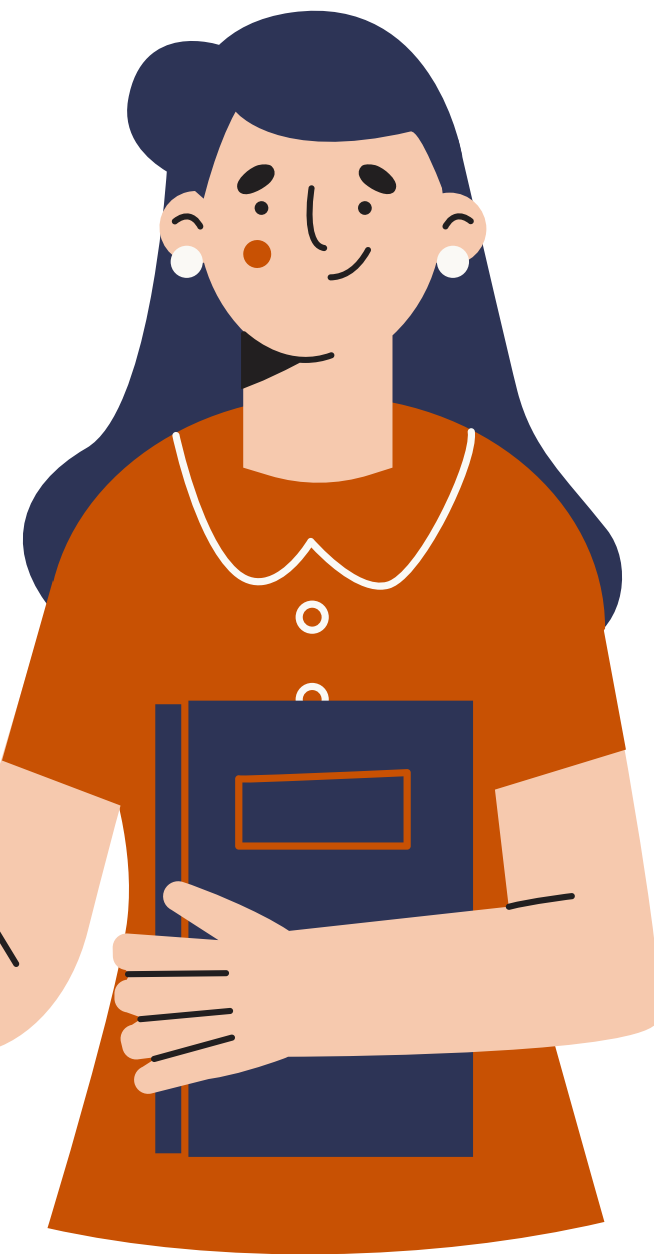
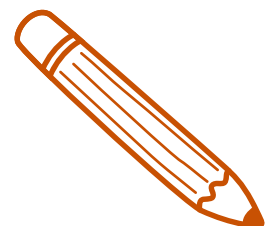


# Primary 1 & 2

## Parents Briefing on Cyber Wellness



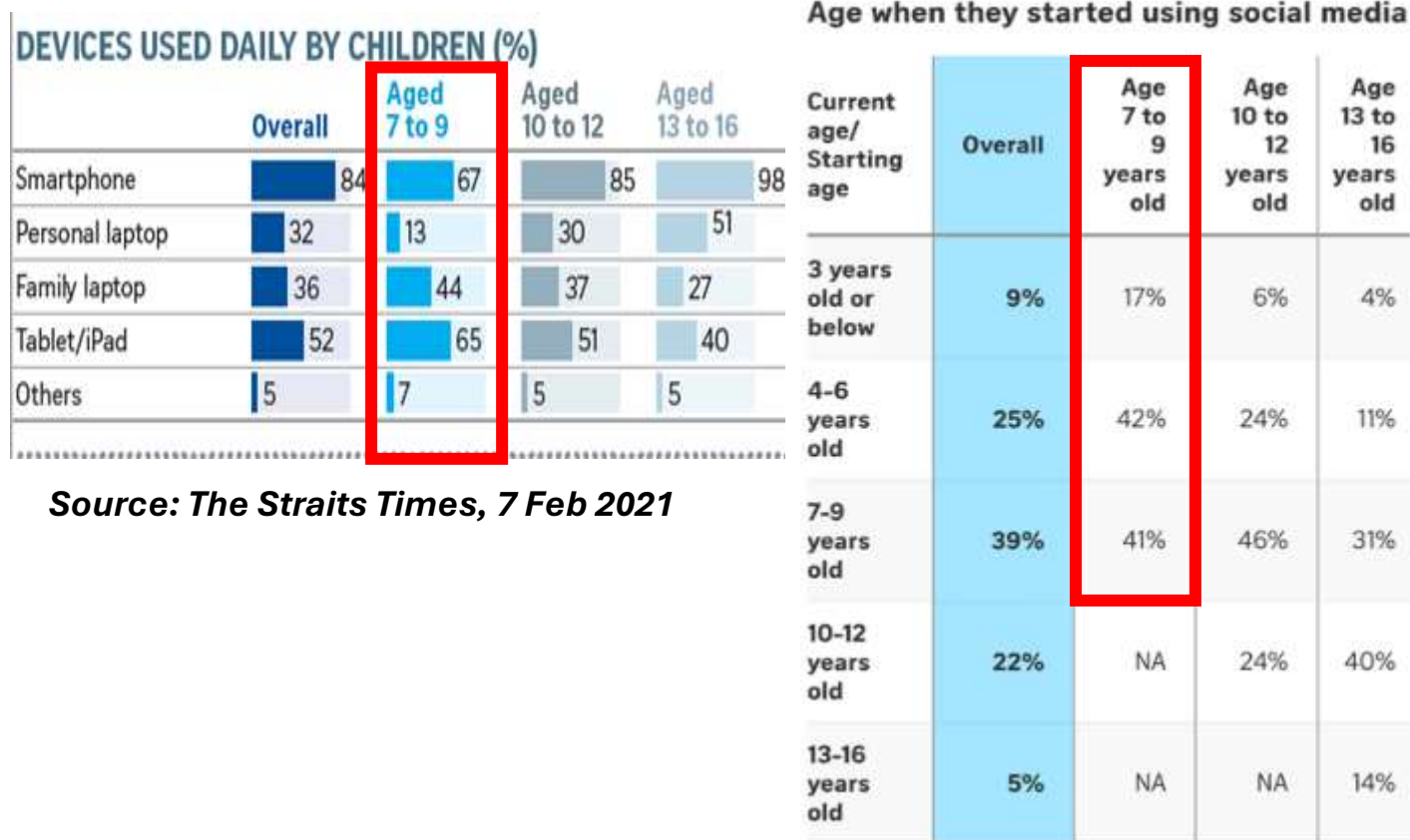
Cedar Primary School





## Did you know?

**67% of children aged seven to nine in Singapore use smartphones every day, and are active on social media**



Source: The Straits Times, 7 Feb 2021

## Parents may not be aware of the online risks

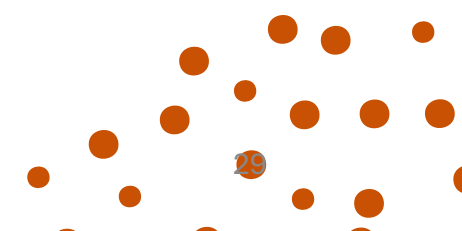
Parents might not be aware, but...

**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, 22 Aug 2023





## What is Cyber Wellness?

- Cyber Wellness is about our students being able to navigate the cyber space safely.
- This is done through our 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.**





# What will Pri 1 and 2 students learn about Cyber Wellness during CCE (FTGP) lessons?

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

- **Basic online safety rules**
  - Talking to only people you know
- **Importance of a balanced lifestyle** in exercise, sleep and screen time for health and well-being
- **Protecting personal information**
  - Understand the risks of disclosing personal information



E.g. Lower Primary Lesson on Staying Safe in the Cyberworld



# What will your child learn about Cyber Wellness during CCE (FTGP) lessons?

## ● 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

- Parents are strongly encouraged to participate in the “**Family Time**” activities in the CCE (FTGP) Journal with your children to reinforce the key cyber wellness messages at home



E.g. Family Time in the lesson on Staying Safe in the Cyberworld



# What other Cyber Wellness programmes do we have for our students?

- Opening Cyber Wellness Talks for all levels
- Peer Support Programme
- Termly Cyber Wellness Quizzes
- Digital Literacy Challenges
- ICT Baseline packages for Lower Primary
- Parent engagement through termly communiques



## What are the school rules on digital device use?

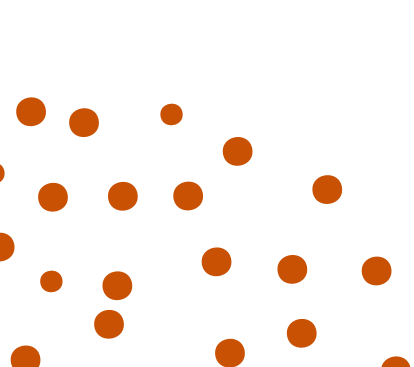
- School digital devices can only be used for lessons under the supervision of a teacher.
- Students are not allowed to bring/use their smartphones and **smart watches** unless permission has been given.



# What are the school rules on communication?

**In school, our teachers are mindful of the following -**

- **Follow age-appropriate screen time guidelines to support your child's well-being.**
- **Device use is light for P1–P2 and increases from P3 as students mature.**
- **Guide your child to use technology responsibly and follow social media age restrictions.**







# 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.

 Navigating the Digital Age

Page 1 of 2





 **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?"



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Part of these resources were adapted from the Parenting Strategies Program (https://www.parentingstrategies.gov.sg) and the Partnership Parenting (PP) Program in Australia in consultation with the Program Lead, Professor Mary Yap from Monash University. Use of the material from the PP Program is governed by the terms of the Creative Commons Attribution-ShareAlike 4.0 International license, found at https://creativecommons.org/licenses/by-sa/4.0/. Your attention is drawn to Section 5 of the terms of the said license.







# 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?

<b>Providing a safe space for conversations</b>	<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>
<b>Role modelling respectful conversations</b>	<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>
<b>Have regular and open conversations</b>	<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!





"Education works best when there's a strong connection between home and school."

"The synergy between parents and teachers unlocks the potential within every student."



"Together, we can make a difference in your child's educational journey."

## Working Together to Support your Child

*"Alone we can do so little,  
together we can do so much."*

- Helen Keller, American Author







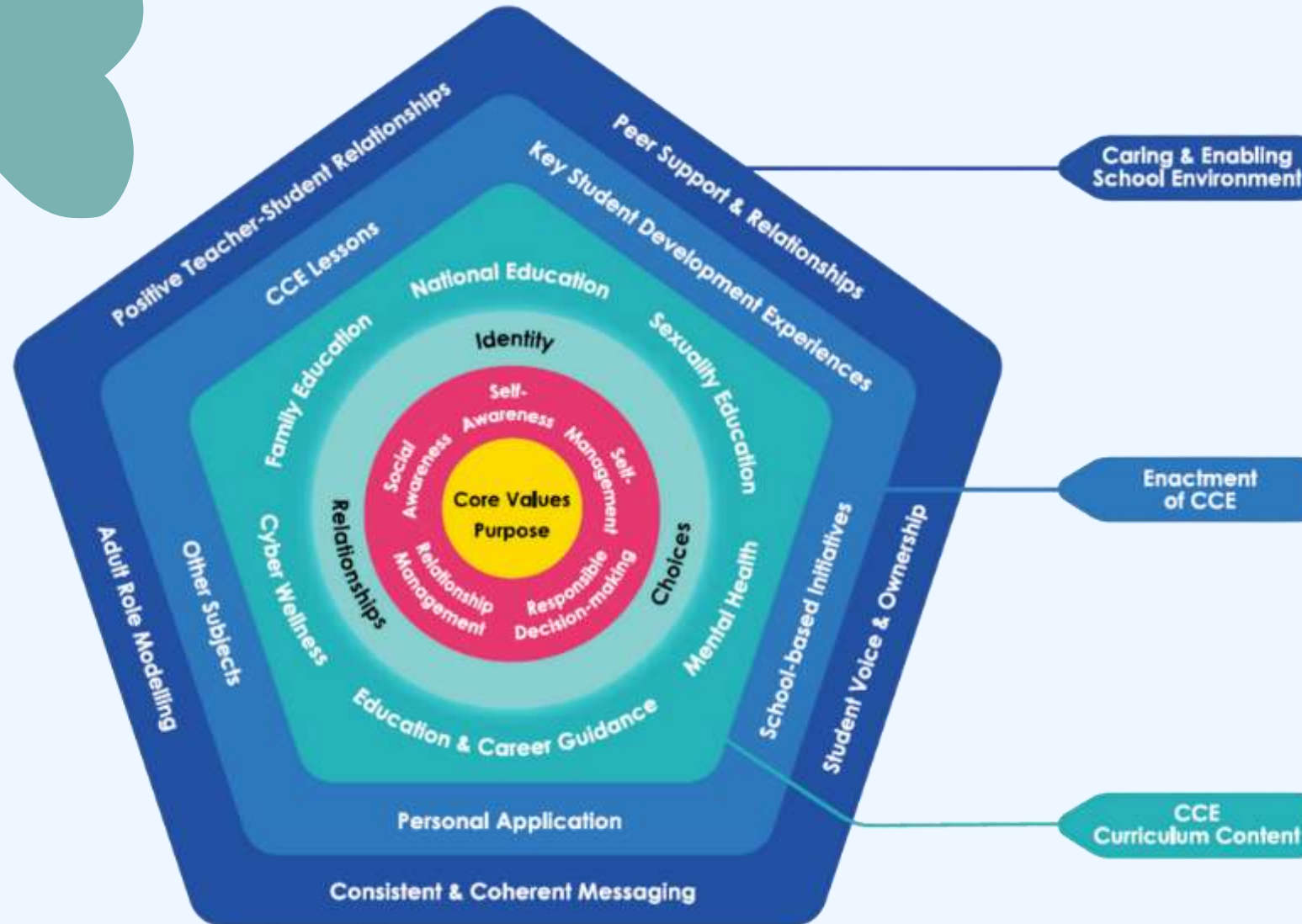
# CHARACTER AND CITIZENSHIP EDUCATION (CCE)

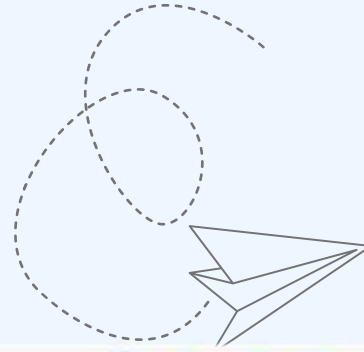
## **Curriculum Briefing for P1 and P2 Parents 2025**





# CCE 2021 CURRICULUM FRAME





## Goals of CCE 2021

**Good  
Character**

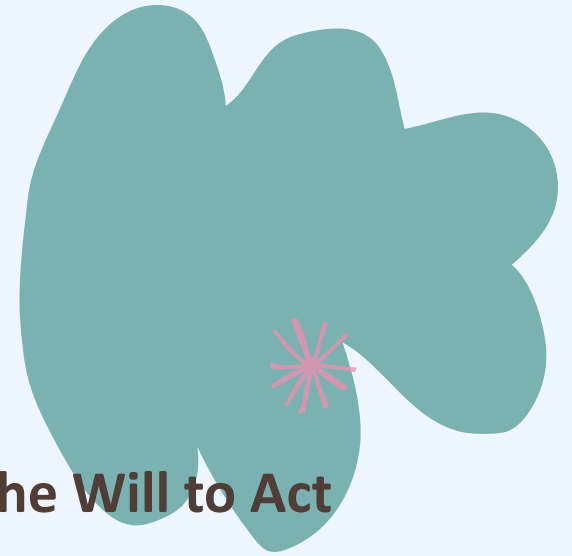
**Resilience  
&  
Well-Being**

**Active  
Citizenship**

**Future-  
Readiness**



# CITIZENSHIP DISPOSITIONS



## A Sense of Belonging

To develop a deeper understanding of who we are as Singaporeans, and a shared understanding of the values that are important to us as a nation.



## A Sense of Reality

To be aware of contemporary realities - including Singapore's constraints and vulnerabilities - which affect us as a nation amidst the backdrop of a less predictable world.

## A Sense of Hope

To have confidence and optimism in Singapore's future and the resilience to face the challenges ahead.

## The Will to Act

To be active citizens who have a collective resolve and a sense of shared mission towards building a Singapore for all.



# OVERVIEW OF CCE CURRICULUM (P1 AND P2)



CCE (FTGP)	CCE (MTL)	Student Development Experiences
<ul style="list-style-type: none"><li>• Cyber Wellness</li><li>• Education and Career Guidance</li><li>• Family Education</li><li>• Mental Health</li><li>• National Education</li></ul>	<ul style="list-style-type: none"><li>• Aligned with CCE (FTGP) lessons</li><li>• Lessons based on 6 core values (R3ICH)</li><li>• PAL- learning through experiences</li></ul>	<ul style="list-style-type: none"><li>• National Education (NE) Commemorative Days</li><li>• Values in Action (VIA) Project</li><li>• Cohort Learning Journey</li></ul>



# CYBERWELLNESS EDUCATION



- Understanding what responsible behaviour entails when exploring cyberspace as well
- Learn the knowledge, skills, values, and attitudes one should possess in order to protect oneself online.



# FAMILY EDUCATION

School-home partnership is key to the development of good character and citizenship.



CCE (FTGP)

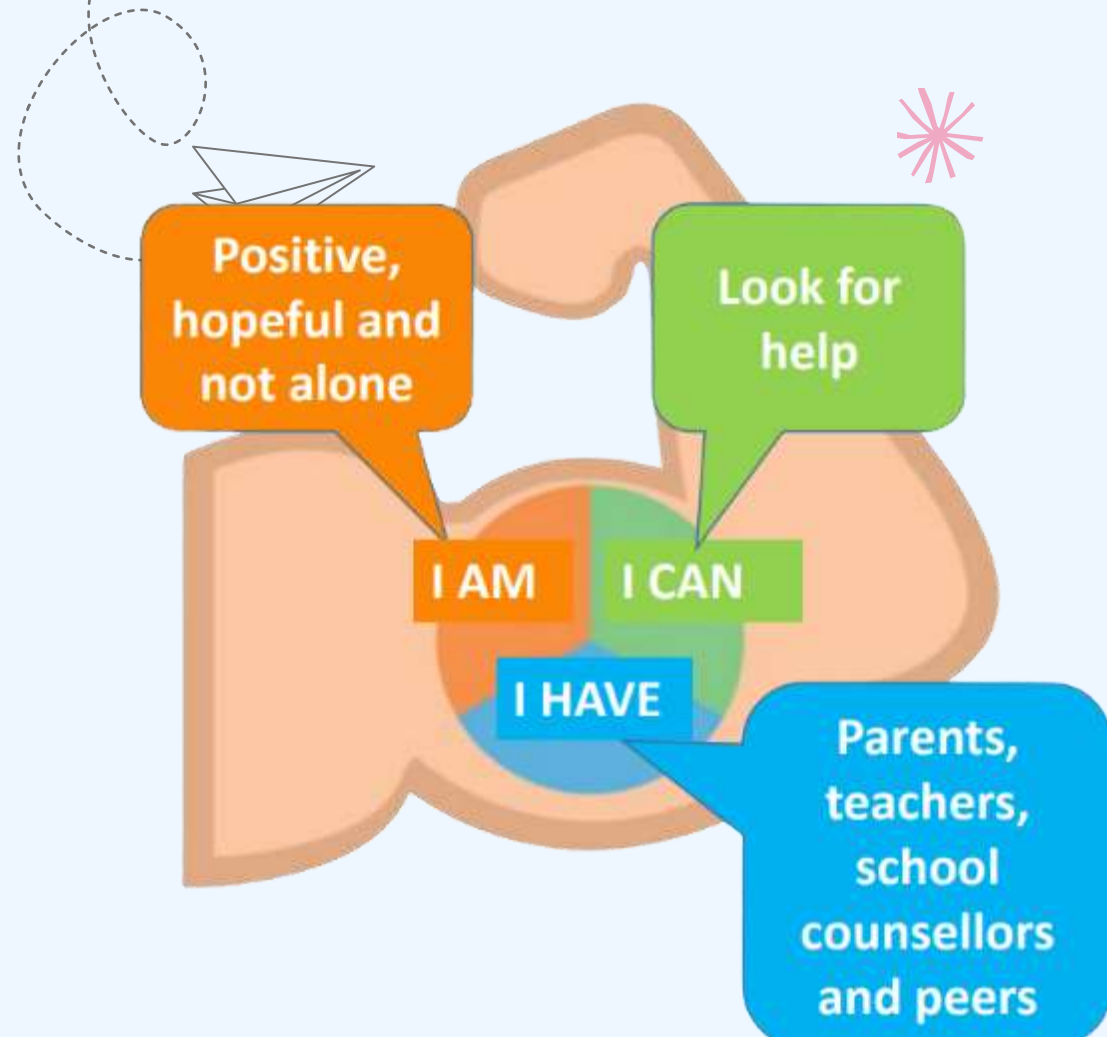


CCE (MTL)



# MENTAL HEALTH EDUCATION

- Building **Resilience** in our children
- **Managing emotions** and stress



# NATIONAL EDUCATION (NE) COMMEMORATIVE DAYS



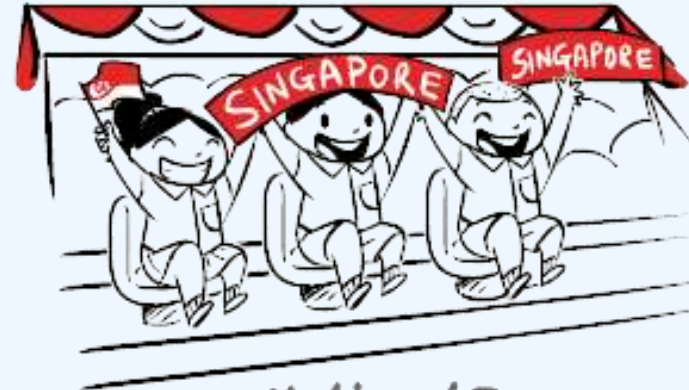
*Total Defence Day*



*International Friendship Day*

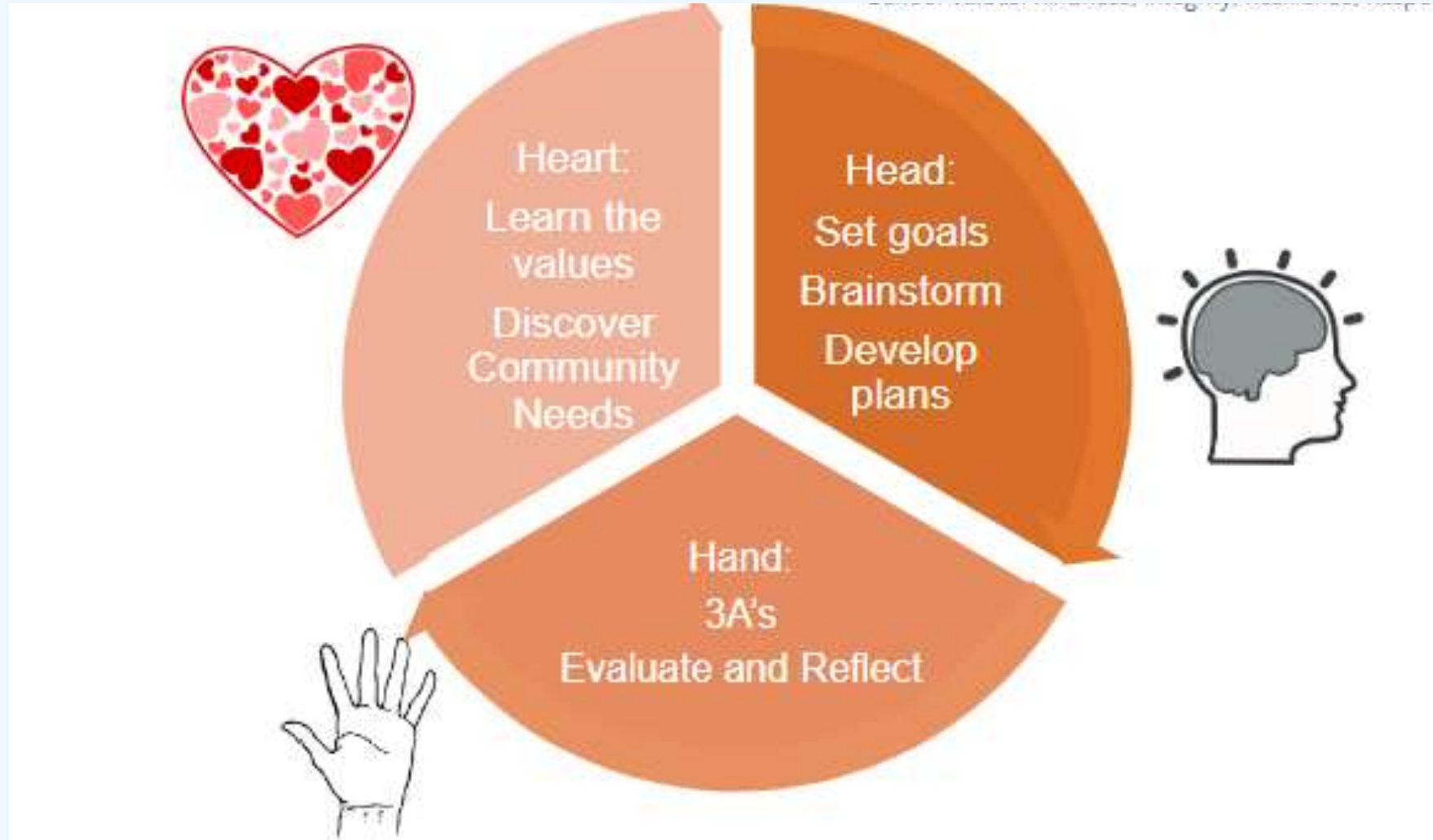


*Racial Harmony Day*



*National Day*

# VALUES IN ACTION FRAMEWORK



# VALUES IN ACTION PROJECT

## KINDNESS BEGINS WITH ME



### Level Outcomes:

Students will be able to:

- learn what **caring and respectful communication** sounds and looks like
- **demonstrate empathy** and respectful communication with one another.
- **cultivate lifelong good habits** and respect by **helping out in the household** chores for their family.

**A WILL TO ACT**



# KINDNESS BEGINS WITH ME TASK CARD (P1 & P2)



# LEARNING JOURNEY TO OUR NEIGHBOURHOOD (P1)



- Provide opportunities for students to develop an appreciation for the places around their school and neighbourhood.
- Tie in with Social Studies

# LEARNING JOURNEY TO NATIONAL ORCHID GARDEN (P2)



- Provide opportunities for to students to learn about national symbols and places of heritage importance in Singapore.
- Tie in with Social Studies and English





Let's work together to help our children grow into joyful learners and responsible citizens, anchored on the right values and filled with a sense of purpose and hope for a bright future!







Thank You

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