



Cedar Primary School

P4 Parent Engagement Webinar 2025

MacPherson Sports Hall





Holistic Education

Effort Determines Success

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

Our students

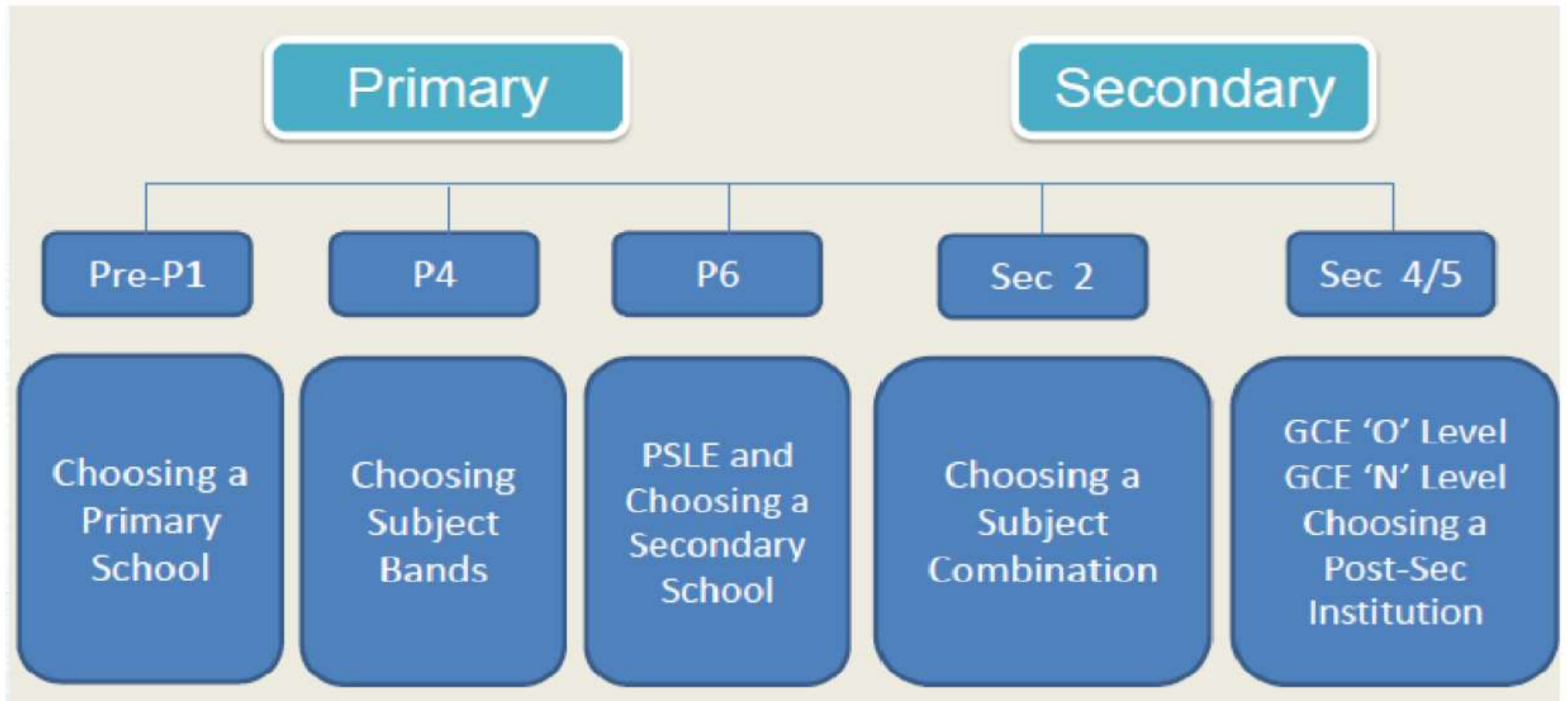
Our holistic education encourages your child to learn more and develop a curiosity that goes beyond formal education. Learn how your child can discover and nurture their strengths and interests, cultivate important values, and realise their full potential to seize opportunities of the future.





Cognitive Development

Key Milestones in Your Child's Education





Subject-Based Banding (end of P4)

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

Catering to Your
Child's Abilities

**SUBJECT-BASED
BANDING**



Why Subject-Based Banding?

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

- Provides greater flexibility for your child by offering him/her the option of a combination of standard and foundation subjects.
- Works to the advantage of the child by considering his/her strengths.



Subject-Based Banding Combination

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

If your child (for P4 exam)	Your child may be recommended to take
Passes all 4 subjects and performs very well in Mother Tongue Language	4 standard subjects + Higher Mother Tongue Language
Passes all 4 subjects	4 standard subjects
Passes 3 subjects	4 standard subjects
Passes 2 subjects or fewer	4 standard subjects; or
	3 standard subjects + 1 other foundation subject; or
	2 standard subjects + 2 other foundation subjects; or
	1 standard subject + 3 other foundation subjects; or
	4 foundation subjects



How Subject-Based Banding Works

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

@ PRIMARY 4

Student sits for school-based examinations

School recommends a subject combination based on the student's results.

Parents fill up an option form indicating the preferred combination.

@ PRIMARY 5

Student takes subject combination chosen by parents

English Language, Mathematics, Science and Mother Tongue Language are available at standard and foundation levels.

Higher Mother Tongue Language is also available.

School assesses student's ability to cope with the current subject combination at the end of the year. Adjustments to the number of standard and foundation subjects can be made, if necessary.

@ PRIMARY 6

Student takes subject combination decided by his school and sits for the Primary School Leaving Examination (PSLE) at the end of Primary 6.



CEDAR PRIMARY SCHOOL
15 Cedar Ave, Singapore 349700
Tel: 6288 5633 Fax: 62830113
E-mail: cedar_ps@moe.edu.sg
www.cedarpri.moe.edu.sg

School Vision: Joyful Learners, Responsible Citizens and Creative Leaders in a Connected Community



Name: Jacob

Class: P4-RESPONSIBILITY

Dear Parents/Guardians,

SCHOOL RECOMMENDATION ON PUPIL'S SUBJECT COMBINATION AT PRIMARY 5 IN 2022

1. Based on your child/ward's academic records and our assessment of his/her performance, we recommend that he/she takes the following subject combination in Primary 5 in 2022:

English, Mathematics, Science and Mother Tongue at Standard Level

2. However, if you decide to choose an alternative subject combination for your child, do consider carefully, taking into consideration your child's performance and ability. The school will then arrange for an appointment with you to advise you on the possible implications. Please note that any subsequent changes to the subject combination will be decided by the school and based on your child's/ward's performance at the end of Primary 5.
3. Please indicate your decision in one of the boxes below; sign the form and return it to your child's form teacher by 20 November 2021. Should you need further clarification, please do not hesitate to contact your child's form teacher at 6288 5633. Thank you.
4. Thank you.

Dear Parents/Guardians,

SCHOOL RECOMMENDATION ON PUPIL'S SUBJECT COMBINATION AT PRIMARY 5 IN 2022

1. Based on your child/ward's academic records and our assessment of his/her performance, we recommend that he/she takes the following subject combination in Primary 5 in 2022:

English, Mathematics, Science and Mother Tongue at Standard Level and Higher Mother Tongue

2. However, if you decide to choose an alternative subject combination for your child, do consider carefully, taking into consideration your child's performance and ability. The school will then arrange for an appointment with you to advise you on the possible implications. Please note that any subsequent changes to the subject combination will be decided by the school and based on your child's/ward's performance at the end of Primary 5.

Dear Parents/Guardians,

SCHOOL RECOMMENDATION ON PUPIL'S SUBJECT COMBINATION AT PRIMARY 5 IN 2021

1. Based on your child/ward's academic records and our assessment of his/her performance, we recommend that he/she takes the following subject combination in Primary 5 in 2021:

English, Mathematics, Science and Mother Tongue at Foundation Level

2. However, if you decide to choose an alternative subject combination for your child, do consider carefully, taking into consideration your child's performance and ability. The school will then arrange for an appointment with you to advise you on the possible implications. Please note that any subsequent changes to the subject combination will be decided by the school and based on your child's/ward's performance at the end of Primary 5.

**CEDAR PRIMARY SCHOOL
SUBJECT-BASED BANDING (SBB)**

SCHOOL RECOMMENDATION ON PUPIL'S SUBJECT COMBINATION AT PRIMARY 5 IN 2022

Acknowledgement Slip

☐ I allow my child to take the recommended subject combination as stated below in 2022.

English, Mathematics, Science and Mother Tongue at Standard Level

☐ I would like to consider an alternative subject combination for my child in 2022. I understand that the school will contact me to provide more information and the possible implications about my choice.

Name: Jacob

Class: P4-RESPONSIBILITY

Name of Parent/Guardian: _____

Contact Number: _____

Signature & Date: _____

FOR OFFICIAL USE BY CEDAR PRIMARY SCHOOL

The school has received the signed acknowledgement slip from the parent/guardian.

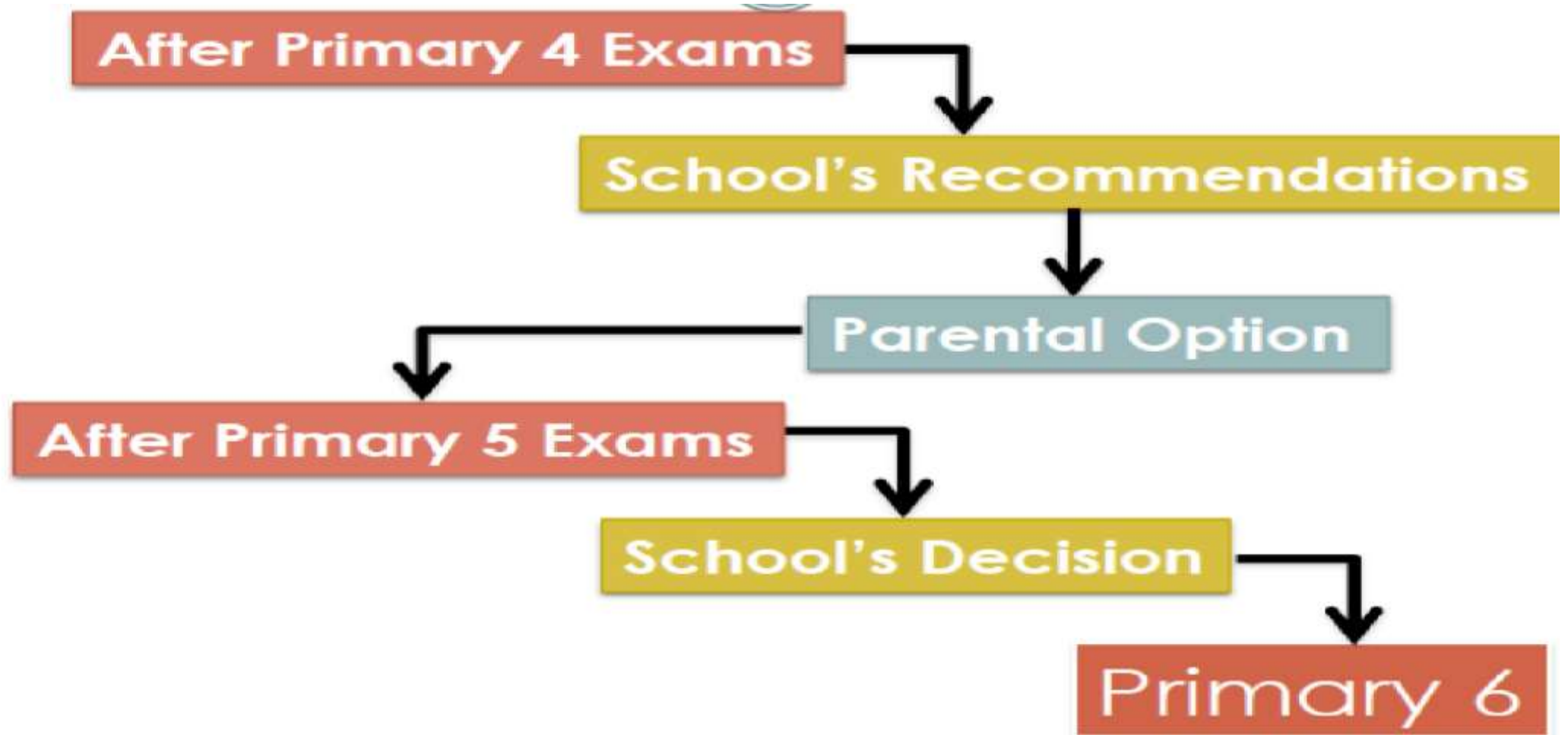
Name of P4 Form Teacher: _____

Signature and Date: _____



Overview of Subject-Based Banding

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





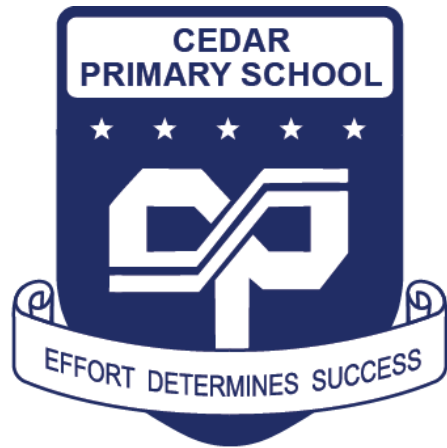
School-Based Assessments

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

Level	Term 1 Class Test 1	Term 2 Class Test	Term 3 Class Test 3	Term 4 End-of-Year Exam
Primary 4	10%	15%	15%	60%

Removal of Mid-Year Exams for all levels:

- In line with our efforts to shift away from an over-emphasis on examinations, and nurture an intrinsic joy of learning.
- More time and space for students to further develop 21st Century Competencies and engage in more student-centric learning.



Learning Dispositions



What are 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: Integrity, Kindness, 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

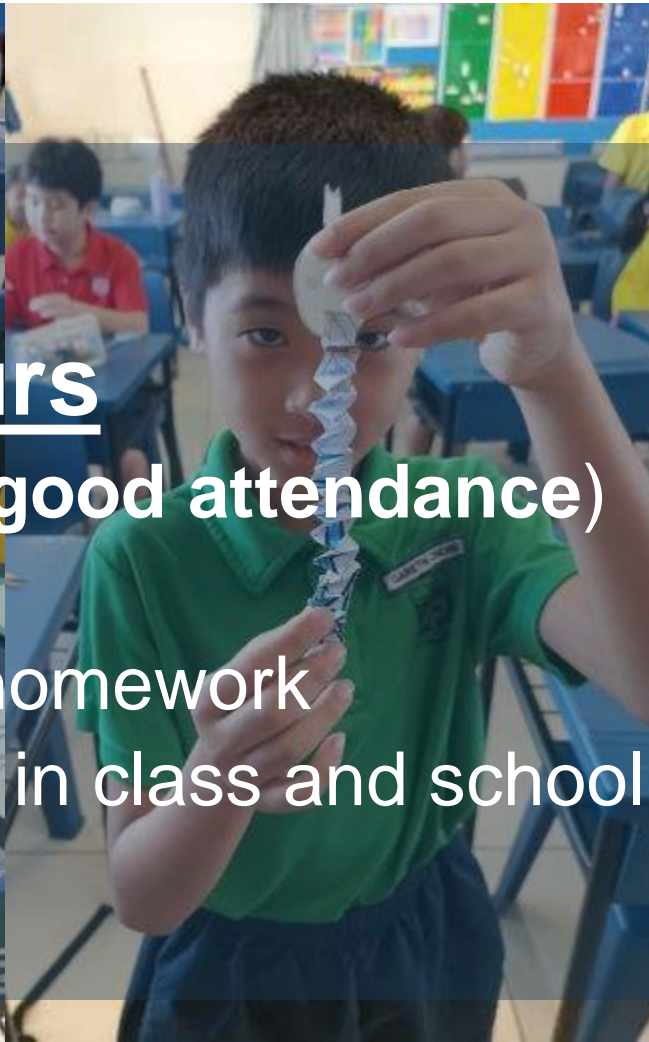


(1) Engagement in Learning

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

Observable Behaviours

- Comes to school regularly (**good attendance**)
- Pays **attention** in class
- Completes class work and homework
- Participates enthusiastically in class and school activities



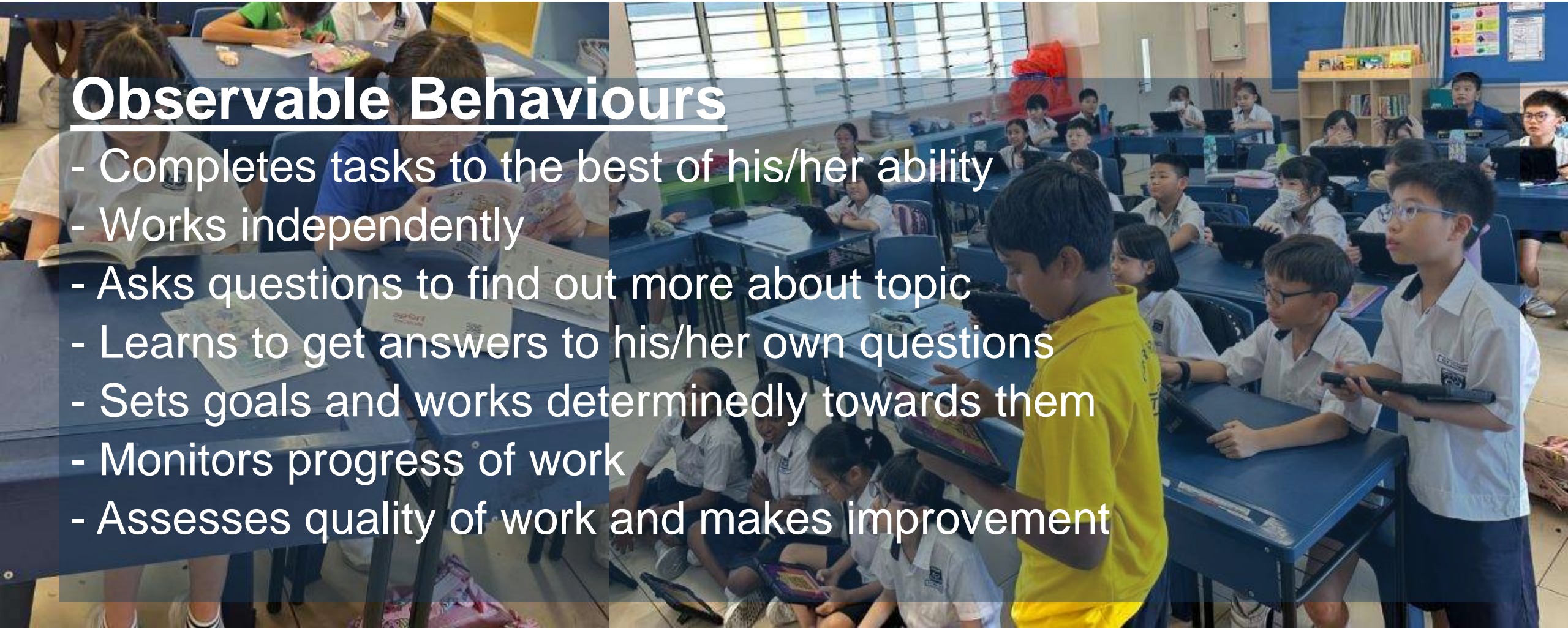


(2) Drive to Learn

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

Observable Behaviours

- Completes tasks to the best of his/her ability
- Works independently
- Asks questions to find out more about 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





(3) Resilience

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

Observable Behaviours

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



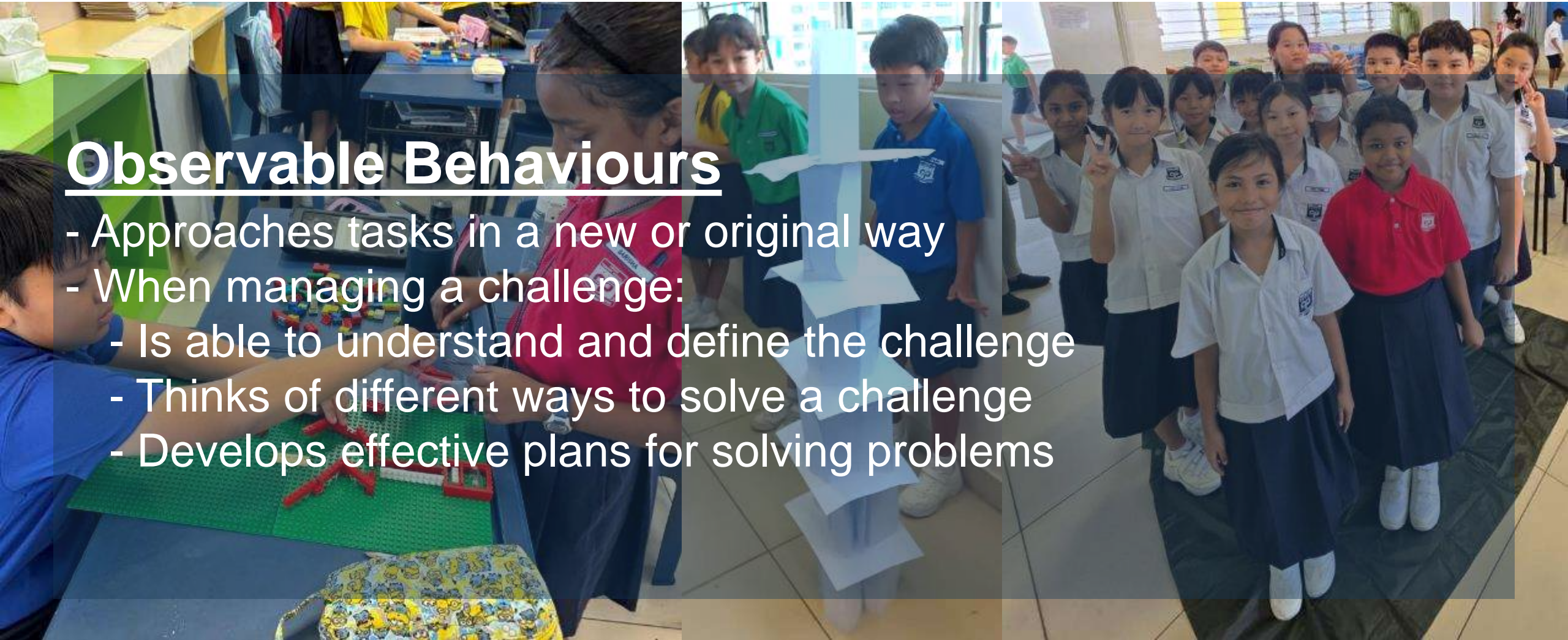


(4) Creativity

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

Observable Behaviours

- Approaches tasks in a new or original way
- 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



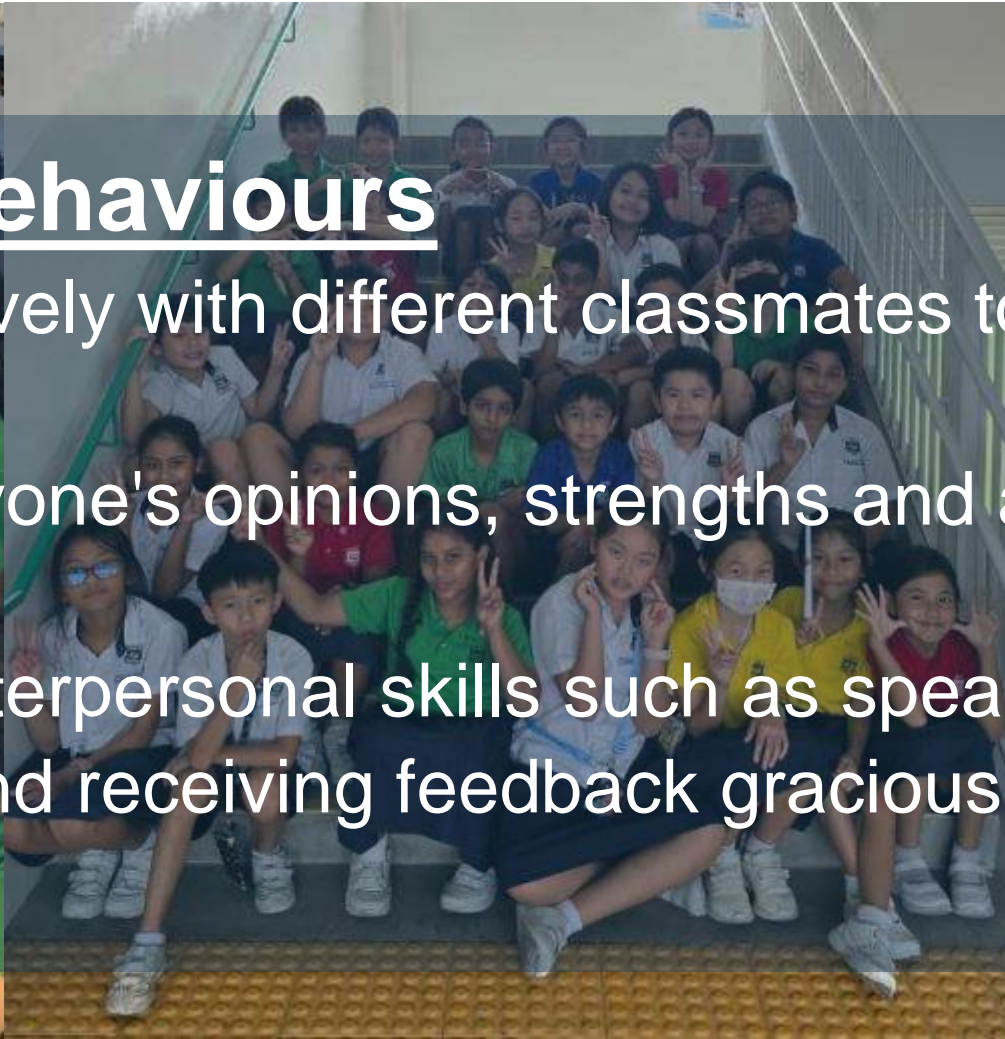
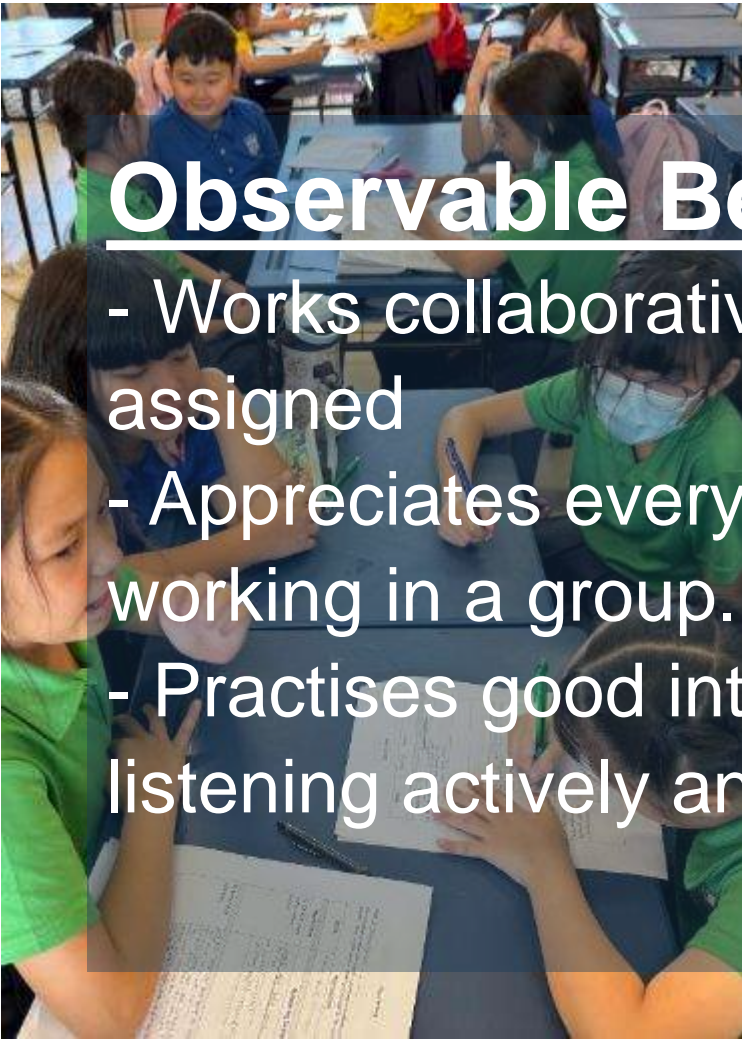


(5) Collaboration

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

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





Levels of Development

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

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

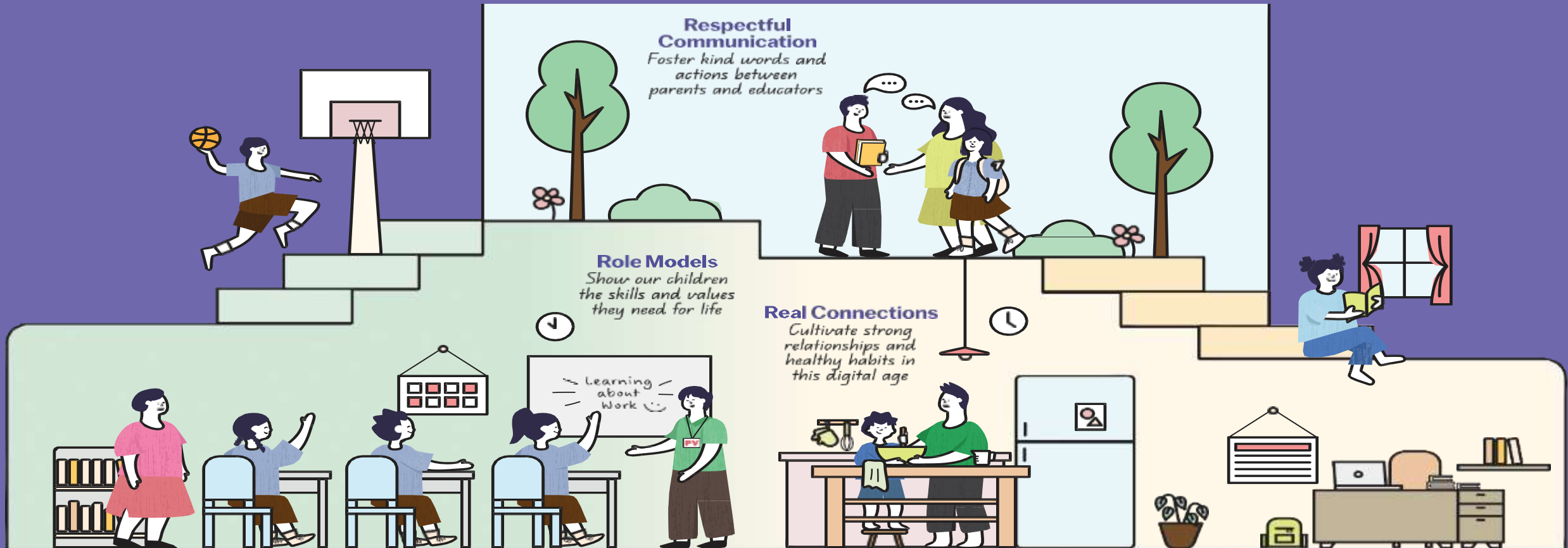
Level of Development	Descriptor in the End-of-Year HDP
Demonstrates on a few occasions	Demonstrates to some extent
Demonstrates adequately some of the time	Demonstrates Adequately
Demonstrates adequately most of the time	Demonstrates Strongly
Demonstrates well and consistently all the time	Demonstrates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

School-Home Partnership: 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.



School-Home Communication

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

Parents Gateway: Digitally Connecting Parents and School

- **one-stop mobile app** for parents and schools to communicate key administrative matters
- **updates** on programmes and activities
- allows **parents to** perform administrative functions such **as providing consent** for their children to participate in school activities



For more information, you may visit <https://pg.moe.edu.sg/faq>



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 during social activities like family gatherings and CCA and camps both in and out of school.
- **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: Kindness, Integrity, 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

- Believe that every child wants to and can learn
- View mistakes as learning opportunities
- Focus on learning not grades
- Learn to be resilient

The Power of Yet


I'm not good at this...
YET

It doesn't work...
YET

I don't understand this...
YET

I can't do this...
YET

This doesn't make sense...
YET



Growth Mindset

Change your words, change your mindset!


I can _____

I can _____

I can _____

I can't _____

yet, but I will keep trying until I can!

 29



Cyber Wellness for Your Child



"How do we ensure that our young make the right choices, and survive well in the online world? (...) Schools can work with parents and make a big difference."

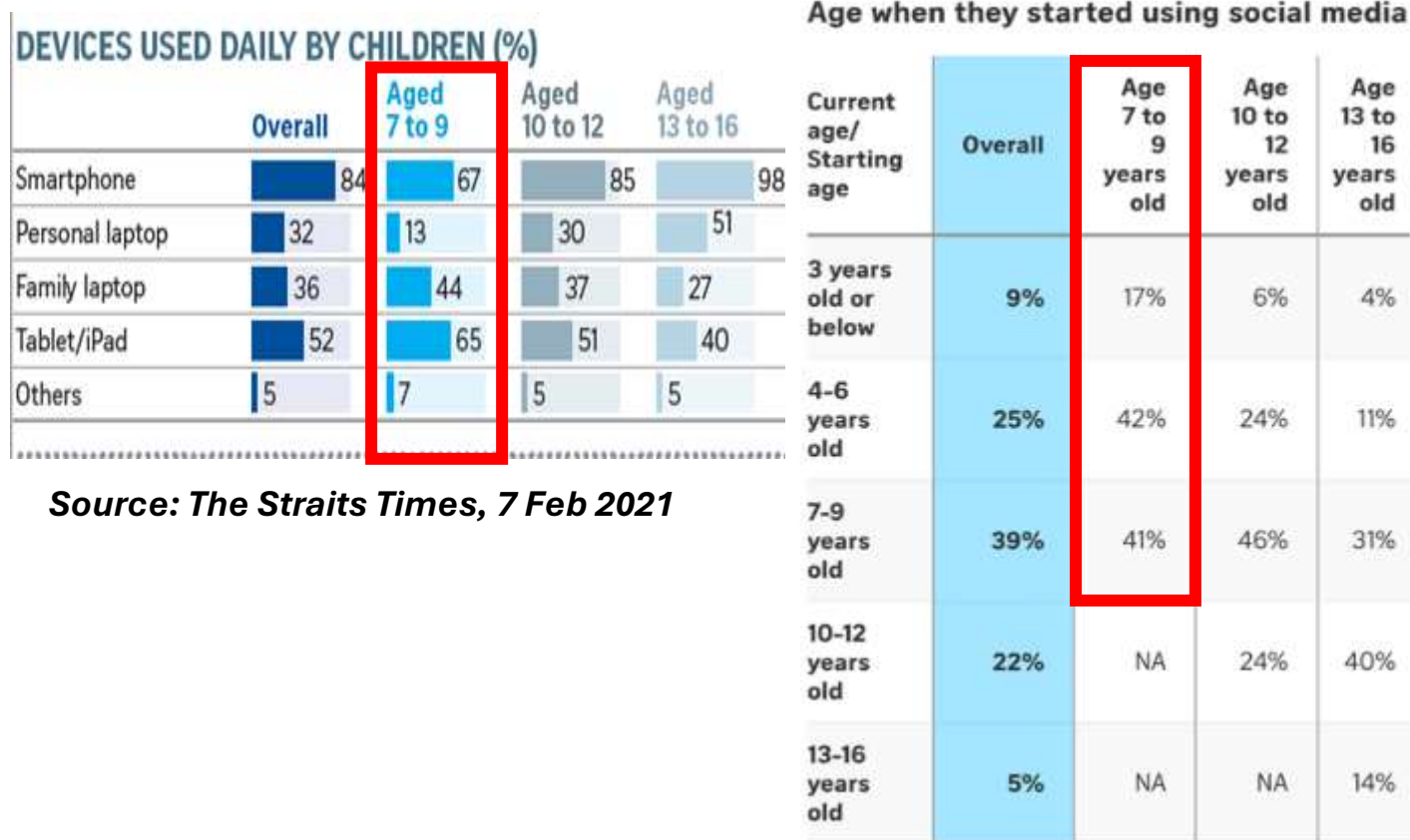
– Minister Ong Ye Kung, Committee of Supply Debate 2020





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

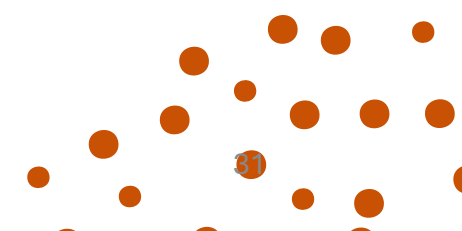
Parents might not be aware, but...

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.**



Promote Cyber Wellness at Home

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

Tip 1: Guide your child on time spent online and online etiquette



- Ask your child what he/she enjoys doing online.
- Through conversations, decide on your child's screen time limit
- Regularly check with your child about the types of conversations in their chat groups or social media.
- Advise him/her not to post comments that might hurt others.
- Encourage him/her to alert the teachers if they encounter cyber-bullying, or if a friend/classmate is getting bullied online.



Promote Cyber Wellness at Home

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

Tip 2: Teach your child to stay safe online



- Remind your child not to chat or share personal information with strangers online.
- Guide him/her to set strong passwords, and ignore suspicious links/files sent by strangers or in pop-up boxes.





Promote Cyber Wellness at Home

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

Tip 3: Guide your child to behave responsibly online



- Encourage your child to verify information with multiple sources. Get them to check with you or a trusted adult when in doubt.
- Have an open discussion with your child on harmful internet content.
- Explain to him/her the necessity of parental control and privacy filters, if you intend to install them in their digital devices.

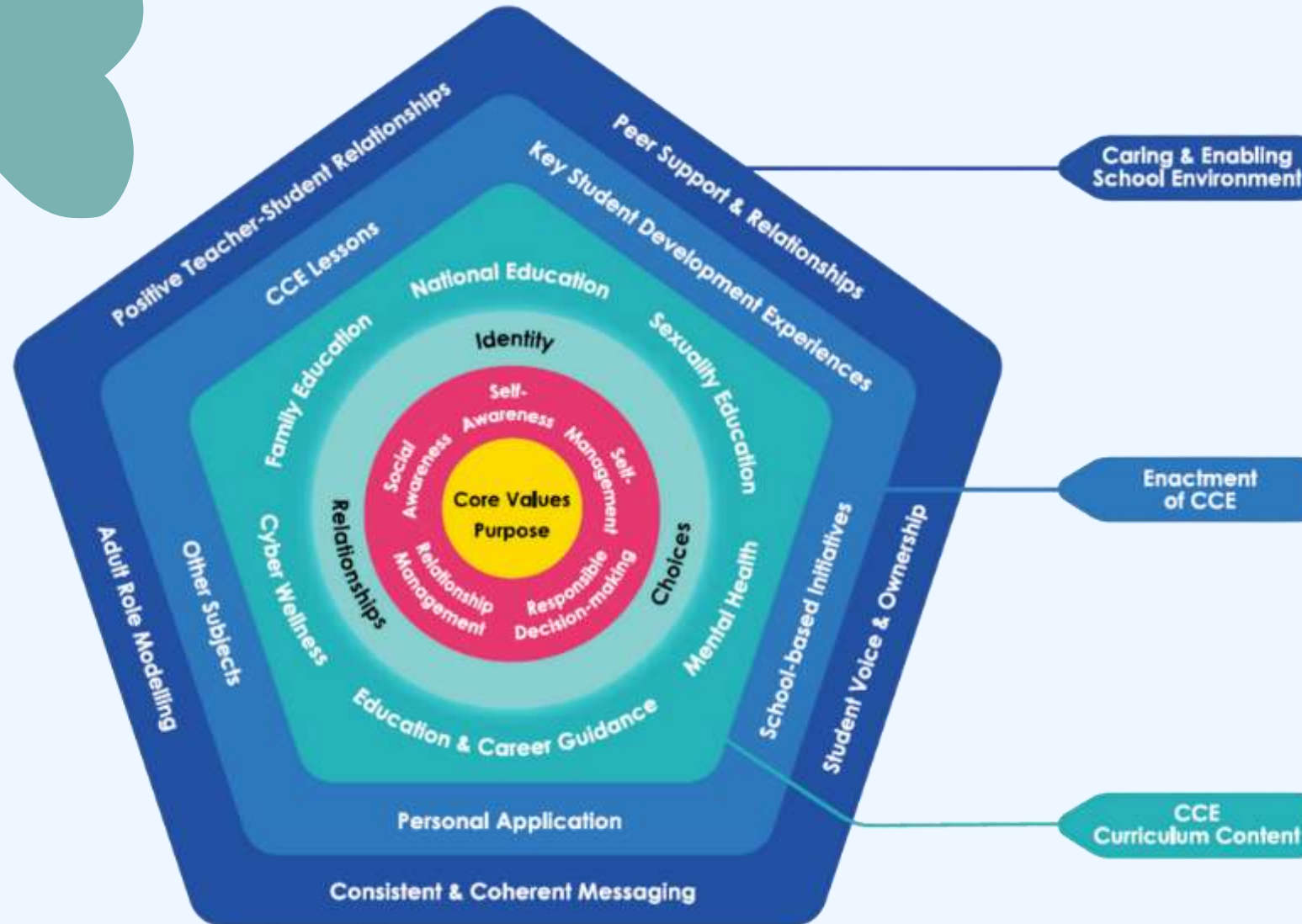


CHARACTER AND CITIZENSHIP EDUCATION (CCE)

Curriculum Briefing for P4 Parents
2025



CCE 2021 CURRICULUM FRAMEWORK





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 (P4)



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



CYBERWELLNESS EDUCATION



Responsible and Respectful Internet Use ① Date: _____

Helpful or Harmful?

The online activities that we engage in can be helpful or harmful to us. Use the stickers on page 55 to identify the ways that they are harmful or helpful. In the blanks, write down one more way that is either harmful or helpful.

1. When I play online games, I...	Helpful or Harmful?
may come across inappropriate words and violent actions.	Paste sticker from page 55.
feel proud after completing missions/quest.	Paste sticker from page 55.
	Paste sticker from page 55.

2. When I share an online video, picture or link, I...	Helpful or Harmful?
can share information quickly with people who are far away.	Paste sticker from page 55.
may unintentionally send private information to many people.	Paste sticker from page 55.
	Paste sticker from page 55.

20 On My Well

Responsible and Respectful Internet Use ② Date: _____

Online Dilemma

When faced with a dilemma, S.O.D.A.S. can help us decide what to do. Work with a partner to try using S.O.D.A.S. in the example below.

Situation What is the situation?	You are working on a Science project which is due in three days. You find a photo on the Internet that you want to use.
Options What are my options?	Option 1: Copy and paste the photo from the Internet, as I do not see the copyright symbol ©. Option 2: Seek help from a trusted adult to get consent from the photographer before using the photo.
Disadvantages List 1 disadvantage of each option.	Option 1: _____ Option 2: _____
Advantages List 1 advantage of each option.	Option 1: _____ Option 2: _____
Solution Consider your options and write down your solution.	Solution: _____ _____

24 On My Well

- Understanding what responsible behaviour entails when exploring cyberspace
- Learning the knowledge, skills, values, and attitudes one should possess to protect oneself online



CCE (FTGP)

CCE (MTL)

[illegible]

MENTAL HEALTH EDUCATION

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



NATIONAL EDUCATION (NE) COMMEMORATIVE DAYS



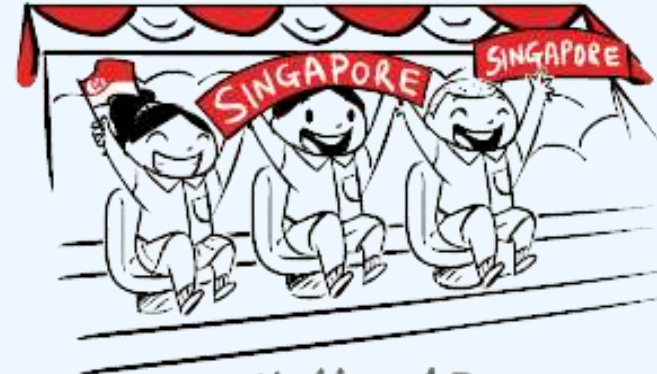
Total Defence Day



International Friendship Day

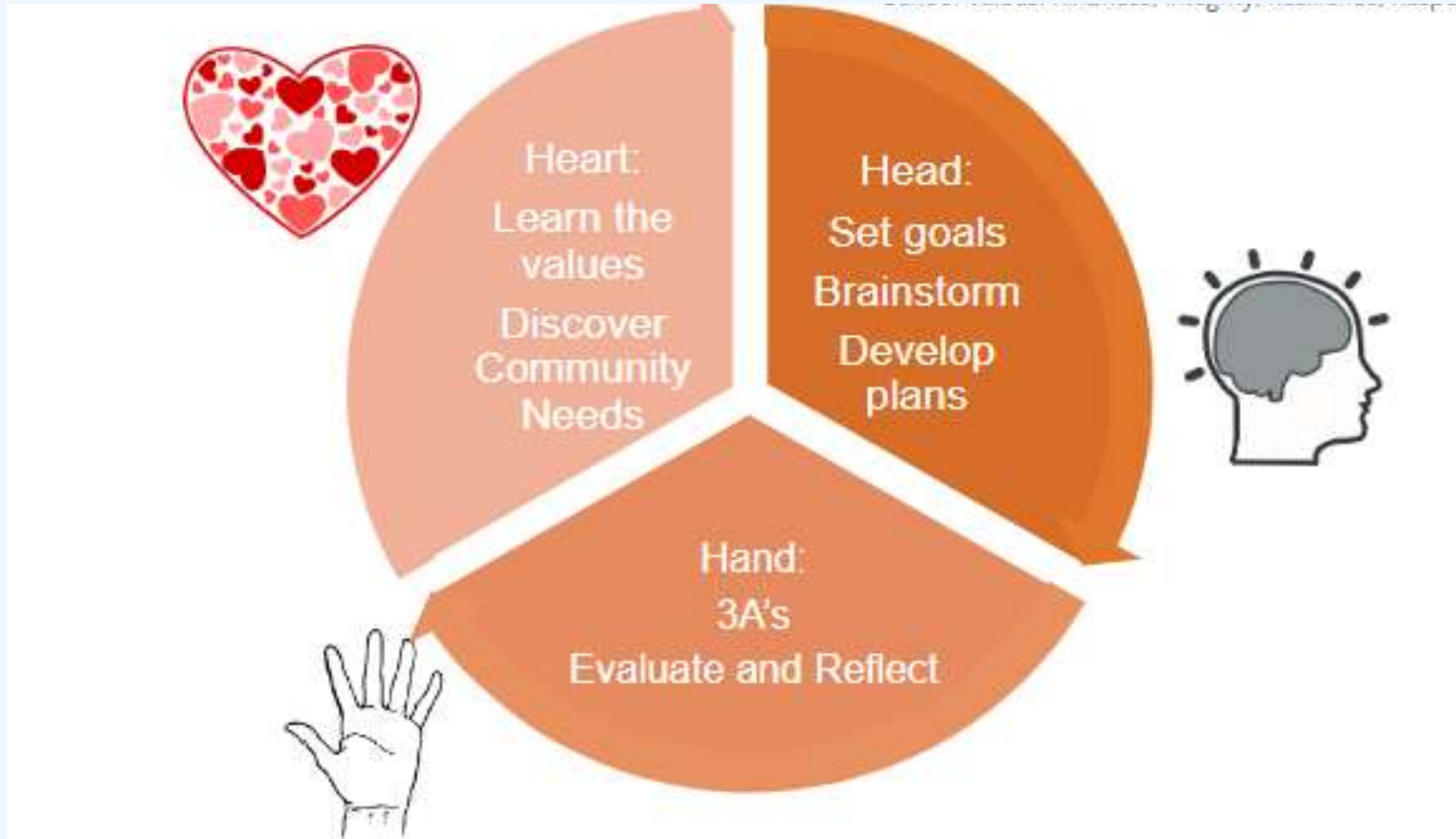


Racial Harmony Day



National Day

VALUES IN ACTION FRAMEWORK



VALUES IN ACTION PROJECT

GROOM MY SCHOOL



Level Outcomes:

- Create a **caring and pleasant** school environment.
- **Reflect on** actions and evaluate the outcomes achieved.

Joyful Toilets, Responsible Users

A WILL TO ACT

LEARNING JOURNEY TO KRETA AYER HERITAGE GALLERY (TERM 2)



- Provide opportunities to explore their Singaporean identity through the arts, culture and heritage
- Tie in with Social Studies Lessons





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!

