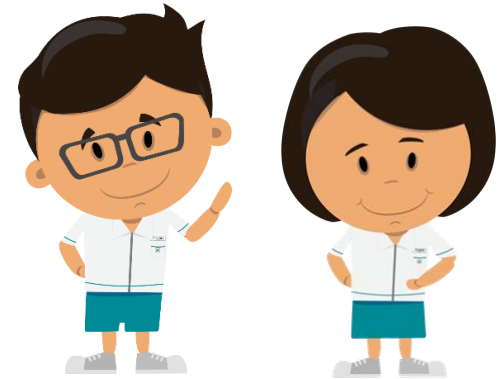


# P2 & 3 PARENTS' BRIEFING 2026

# Programme Outline

- **Principal's Address**
- **Year Head Talk**
  - ✓ *Learning Disposition*
  - ✓ *Level Promotion*
  - ✓ *CCA*
  - ✓ *Cyberwellness*
  - ✓ *Mental Well-being*
- **Time with FTs**





# Principal's Address

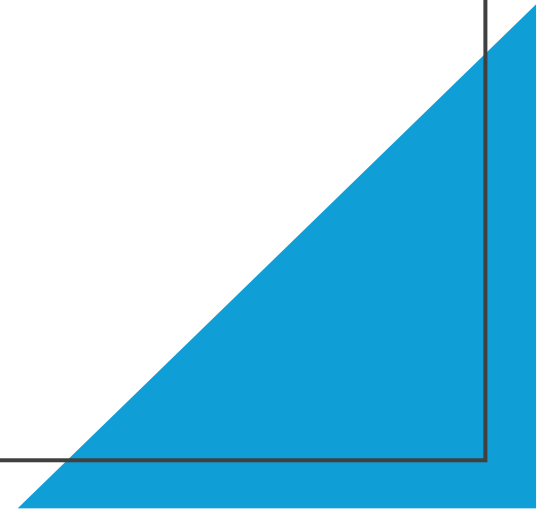


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# A Warm Welcome

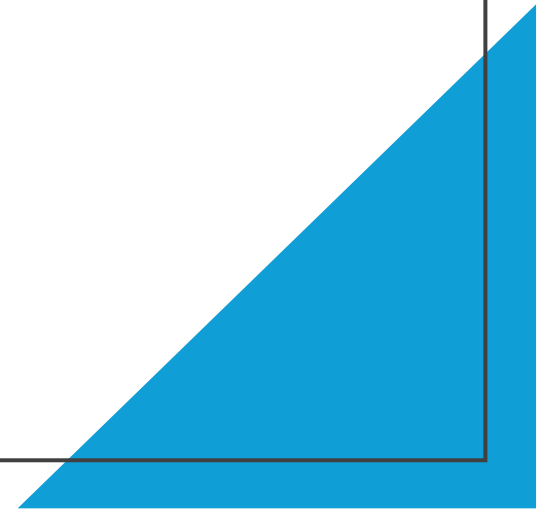
East Spring Primary School Parents' Briefing session



# SHINE & SPARKLE

Our Foundation for Student Growth

Nurturing Confident, Caring & Resilient Individuals



# SHINE

- guides students in developing a growth mindset, resilience, and inner strength.



# What is SHINE?

- **S – See the power of Yet**  
Building the belief that abilities grow through effort and learning.
- **H – Have thankfulness in my heart always**  
Cultivating gratitude to support wellbeing and positivity.
- **I – I’m in control of my choices and responses**  
Developing personal responsibility and self-regulation.
- **N – Never give up**  
Persevering through challenges with determination.
- **E – Encourage myself when things get hard**  
Practising self-compassion and positive self-talk.



# SPARKLE

- Helping others within our school community
- is our growth approach for building positive relationships and supporting one another.





# What is SPARKLE?

- **S – Share with one another**  
Encouraging generosity and collaboration.
- **P – Play and learn together**  
Fostering friendships through shared experiences.
- **A – 3A approach: Acknowledge, Affirm, Appreciate**  
Valuing and uplifting one another.
- **R – Respect one another**  
Treating everyone with dignity and care.
- **K – Keep learning together**  
Growing and improving as a community.
- **L – Listen actively**  
Truly hearing and understanding others.
- **E – Encourage others with hope and optimism**  
Being a positive and supportive presence.



# SHINE & SPARKLE

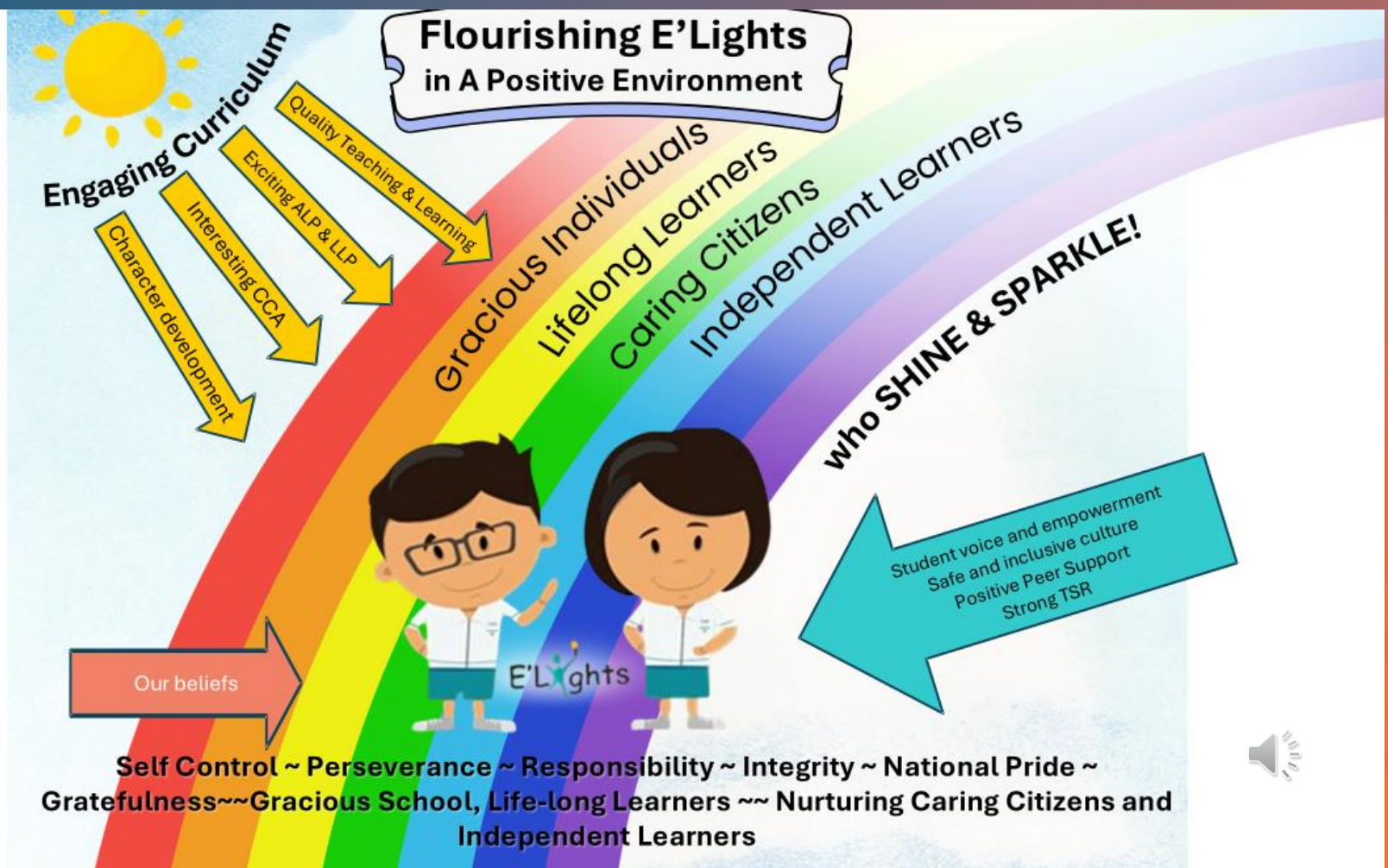
- Together, SHINE and SPARKLE help students build personal strength while learning how to lift others up—growing confident individuals and a caring school community.



# Partnership

- SHINE + SPARKLE = SUCCESS
- Your support at home + Our approach at school =  
Confident, caring & resilient children
- Together, we help our students flourish





# Year Head Talk





## Primary 2 Form Teachers

Class	Year Head: Mdm Marhamah Yusof
2P1	Mdm Sabrina/Mrs Toh Poh Li
2P2	Ms Ng Su Ying/Mdm Chan Yoke Ying/Mdm Maisarah
2P3	Mdm Ong Lay Ping/Mdm Nadirah
2P4	Mdm Audrey Yow/Mdm Huang Lin Lin
2P5	Mdm Aishah/Mrs Lee Wui Ling
2P6	Ms Georgina Lau /Mr Syalabi
2P7	Mdm Nurarfah/Mdm Saras/Mrs Sylvia Chua



## Primary 3 Form Teachers

Class	<b>Year Head: Mdm Marhamah</b> <b>Asst Year Head: Mrs Sally Koh</b>
<b>3R1</b>	Mrs Linda Goh/Mr Yam Hai Seng
<b>3R2</b>	Ms Lam Yi Xin/Mrs Sally Koh/Miss Nur Fathiah
<b>3R3</b>	Mrs Amy Tan/Mdm Hairina
<b>3R4</b>	Ms Wee Wanqing/Mdm Jumidah
<b>3R5</b>	Mr Chan Sin Liang/Ms Deanna/Mr Yeoh YK



# Learning Dispositions



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# Observing students' demonstration of positive learning dispositions in East Spring Primary School

## Learning Dispositions

- Learning Dispositions (LDs) are positive behaviours and attitudes towards learning.
- P1, P2, P3 Edusave Merit Award will be awarded based on qualitative judgement of a student's learning dispositions
- Signals the importance of cultivating the right learning dispositions and values from young



## Edusave Merit Bursary:

- P1 and P2 students who display positive learning dispositions consistently.



## Good Progress Award:

- P2 and P3 students who have made significant improvement in learning dispositions.





# ESPS Learning Disposition

Learning Dispositions	Actions
<ul style="list-style-type: none"> <li>▪ Joy of Learning</li> <li>▪ Enthusiasm</li> <li>▪ Diligence</li> <li>▪ Resilience &amp; Grit</li> <li>▪ Open-Mindedness</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Showing passion and enjoyment in learning</li> <li><input type="checkbox"/> Showing great interest in learning new things</li> <li><input type="checkbox"/> Asking questions to deepen understanding</li> <li><input type="checkbox"/> Showing curiosity in learning new knowledge</li> <li><input type="checkbox"/> Focusing energy on accomplishing tasks to the best of his/her ability</li> <li><input type="checkbox"/> Evaluating work and understanding the importance of accuracy &amp; precision of the tasks</li> <li><input type="checkbox"/> Staying on task no matter how difficult it is</li> <li><input type="checkbox"/> Seeking and exploring new ideas and possibilities</li> </ul>



# Assessment



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# Assessment

## ASSESSMENT IN EAST SPRING PRIMARY SCHOOL

### 1. Types of Assessment

Term	Definition
Formative Assessment (FA)	Assessment that is carried out to provide timely feedback to adjust ongoing teaching and learning in order to improve students' achievement of intended instructional outcomes. Marks will not be awarded for such assessment and they do not count towards the subject grade. For example: Reading aloud, Journal Writing etc.
Weighted Assessment (WA)	Assessment for which marks attained count towards the subject grade. For example: Listening Comprehension, Topical Test etc.
Standardised Assessment	Assessment that is carried out, scored and interpreted in a consistent manner within the school. For example: End-of-Year exam.

Level	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
Primary 1	Formative Assessment (FA)			
Primary 2				
Primary 3	Formative Assessment (FA)			
	Weighted Assessment (WA) 10%	Weighted Assessment (WA) 15%	Weighted Assessment (WA) 15%	End-of-Year Exam (EYE) 60%
Primary 4	Formative Assessment			
	Weighted Assessment (WA) 10%	Weighted Assessment (WA) 15%	Weighted Assessment (WA) 15%	End-of-Year Exam (EYE) 60%
Primary 5	Formative Assessment (FA)			
	Weighted Assessment (WA) 10%	Weighted Assessment (WA) 15%	Weighted Assessment (WA) 15%	End-of-Year Exam (EYE) 60%
Primary 6	Formative Assessment			
	-	-	Preliminary Examination 100%	Primary School Leaving Examination (PSLE)

#### Note:

- The above structure is applicable for the following subjects only: English Language, Mathematics, Science and Mother Tongue Languages (CL, ML & TL)
- All Formative Assessments are not weighted.

- Student Handbook 2026

Pages 16 & 17

- Formative Assessment – on-going daily
- Weighted Assessment  
Plans for P3 will be sent via PG in due time





# Promotion to Primary 3 & 4



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# Class Allocation

- P2 to P3 promotion will be to form classes of mixed social composition
- P3 will be promoted to P4 en bloc





CCA



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# OUR CCA BELIEFS

In ESPS, we empower students to discover their interests and talents, while providing them with a platform for them to **develop character, learn values, social emotional competencies** and other relevant skills to **prepare them for future challenges**.

By allowing students to pick a CCA of their choice in Primary 3, we leverage on getting them to pursue their interests and help them grow to become a true E'Light where they can shine!



# 13 CCAs offered in ESPS

## *(25-week programme)*

Sports	Performing Arts	Clubs	Uniform Group
Volleyball	Fusion & Modern Dance	Media & IT Club	Scouts
Football (Boys only)	Malay Dance	Environmental Club	
Wushu	Indian Dance	Art Club	
Sports Club	Music Club		
	Guzheng		



# Cyber Wellness



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# Why Should We Be Concerned about Cyber Wellness?



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## Did you know?

---

Our children are **going online from a younger age**.

**67%** of children aged 7 to 9, and **85%** for those aged 10 to 12 in Singapore use **smartphones** every day, and are active on **social media**.

However, research has shown that both **screen time** and **type of screen use** (educational vs recreational) can impact our **children's well-being**.

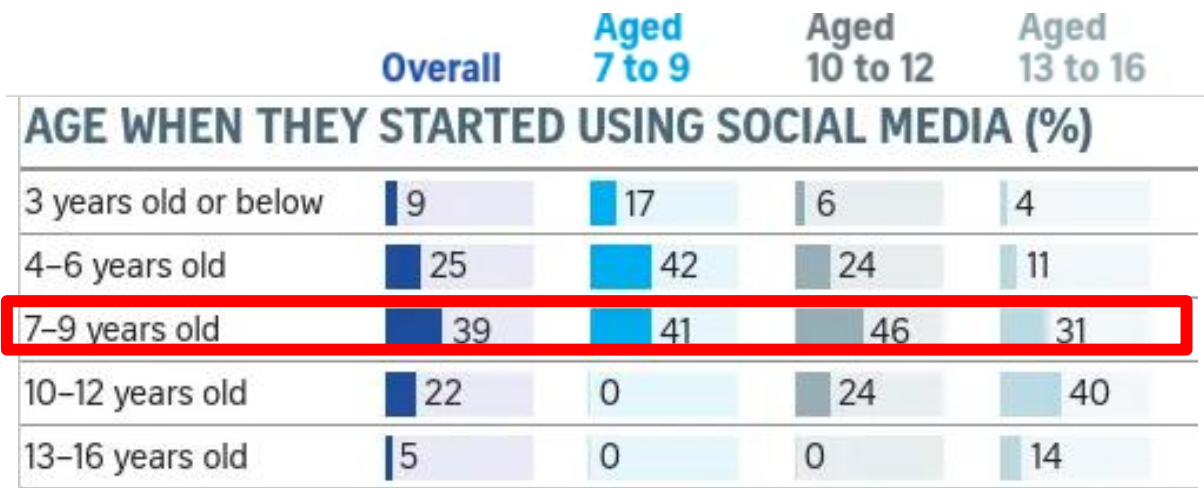
## What does this mean?

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We need to help our children achieve **balanced and purposeful** screen use.

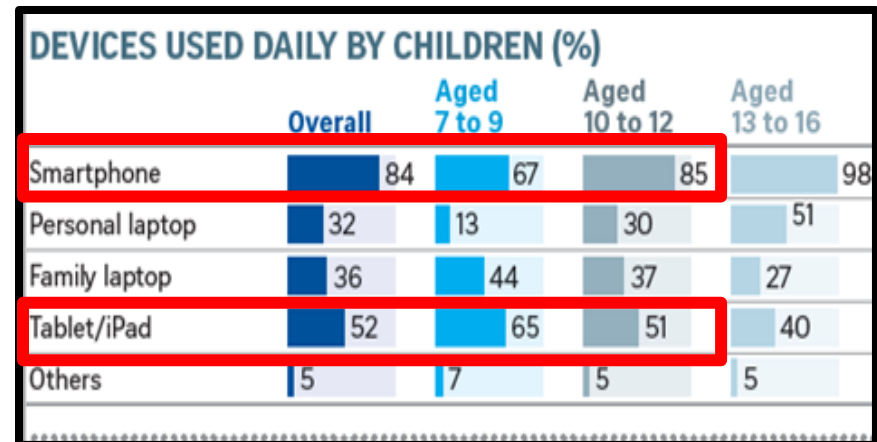
Source: Milieu Insights, [reported by the Straits Times](#) (Feb 2021)





**CURRENT REALITY**  
**Children are going online from a younger age**

**CURRENT REALITY**  
**Two-thirds of these children use a smartphone and/or a tablet/iPad daily.**



Source: Milieu Insights, [reported by the Straits Times](#) (Feb 2021)



## Did you know?

---

A survey of 600 parents in Singapore revealed the types and frequency of **harmful content** our children are exposed to, including cyberbullying, sexual grooming, and sexual harassment.

However, **not all parents are aware** of the **online risks**.

## What does this mean?

---

We need to be **involved** in our children's digital lives, and put in **parental controls** to keep them safe and role-model for responsible use.

Source: Milieu Insights, [reported by the Straits Times](#) (Feb 2021)

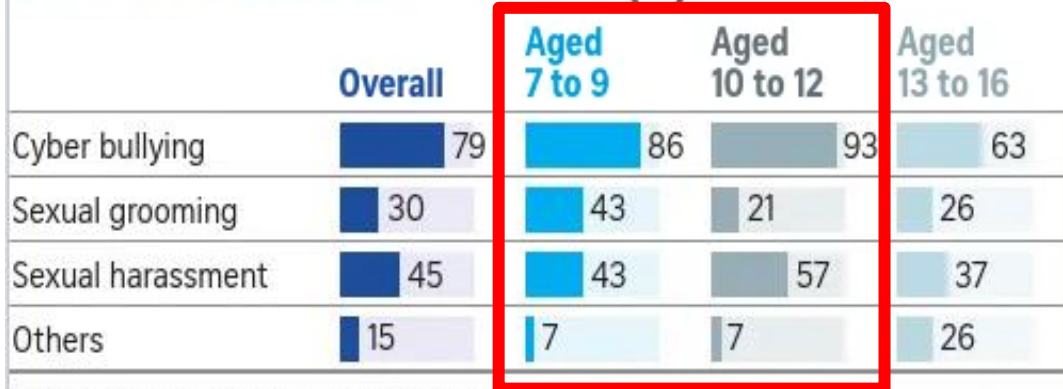


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## TYPES OF ONLINE HARASSMENT (%)



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**

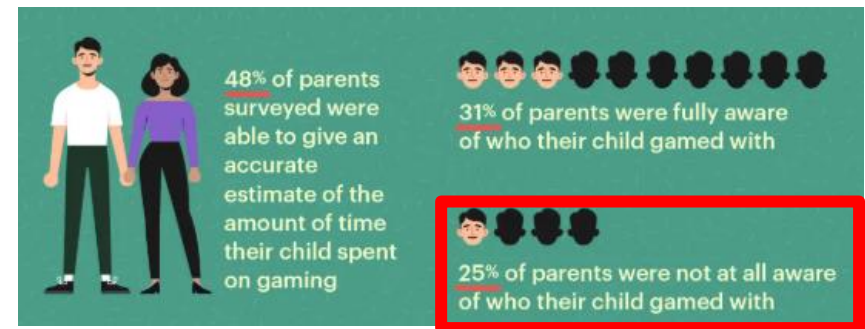
Source: Milieu Insights, *reported by the Straits Times* (Feb 2021)

## Parents might not be aware, but...

**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: MDDI Survey (Feb 2024)



Overall      Aged 7 to 9      Aged 10 to 12      Aged 13 to 16

### AGE WHEN THEY STARTED USING SOCIAL MEDIA (%)

3 years old or below	9	17	6	4
4–6 years old	25	42	24	11
7–9 years old	39	41	46	31
10–12 years old	22	0	24	40

### TYPES OF PLATFORMS CHILDREN USE (%)

Instagram	50	25	46	78
Facebook	52	41	48	65
Twitter	14	6	11	23
WhatsApp	72	43	76	94
Telegram	18	11	13	28
Snapchat	13	5	13	21
TikTok	36	22	38	46
YouTube	65	58	62	75

### 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)





# What is Cyber Wellness?

**Cyber Wellness** is the ability of our children and youth to navigate the cyberspace safely.

This is done through our **Character and Citizenship Education (CCE) 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**.

Through the curriculum, your child learns knowledge and skills to have **balanced screen use, be safe online, and exhibit positive online behaviours**.

## Resources

Scan here to find out more about MOE's Cyber Wellness curriculum:



<https://go.gov.sg/moe-cw-education>



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# Mental Well-being



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## What is Mental Health?

**Good mental health is more than just the absence of mental illness.**

It refers to a state of well-being where we **realise our potential** and can **cope with the varying emotions and normal stresses** that we all experience in our daily lives.



# Why Should We Be Concerned About Our Children's Mental Health?



***Gracious School , Life-long Learners***

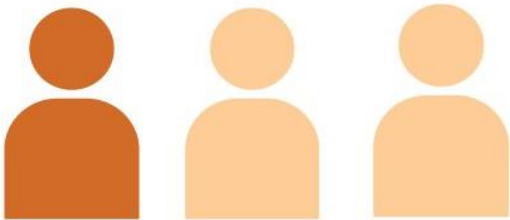


# Did you know?



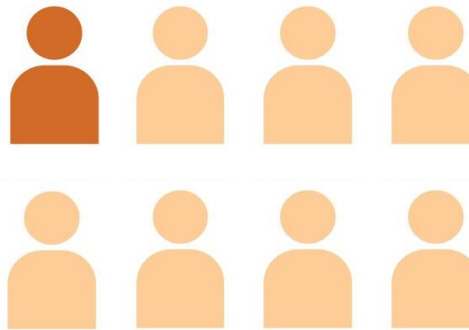
## Singapore Youth Epidemiology and Resilience Study (2023)\*

1 in 3 youths (37.2%) in Singapore, aged 10-18, experienced symptoms such as sadness, anxiety and loneliness<sup>+</sup>



<sup>+</sup> based on self-reporting scores

1 in 8 youths (12%) had a current mental health condition



Common mental health conditions experienced by children and youth include:



**Generalised Anxiety Disorder**  
(2.75% of those diagnosed)



**Major Depressive Disorder**  
(2.37% of those diagnosed)

Graphics Source: Parenting for Wellness Toolbox

\* Conducted by Yeo Boon Khim Mind Science Centre (NUS, NUHS). Most of the data was collected from 2020-2022 and results were published in 2023.





## 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



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# What Will Your Child Learn in School?

## 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

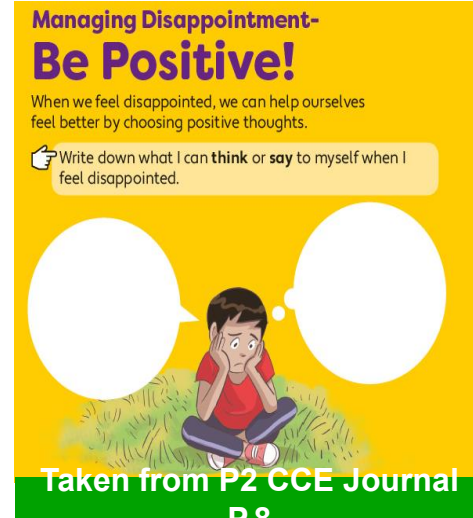
- Identifying and strengthening personal character traits
- Building confidence and self-awareness

### 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



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.



# What Will Your Child Learn in School?

## 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** Date:

**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.



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



## 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)



#### Family Activities Do we match?

- 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

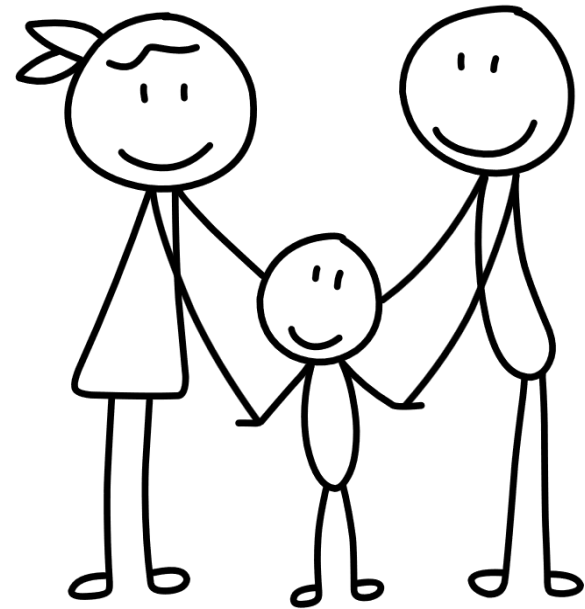
12

Understand and Care for Myself



# 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.**



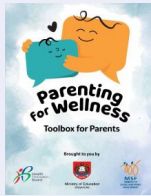
**Parents** are a predominant source of support for their child.





# How can you support your child?

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



<https://go.gov.sg/parentingforwellness>

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.



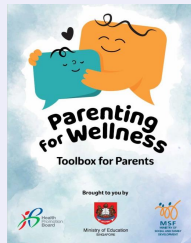
**ARE YOU FEELING TOO MUCH STRESS?**

**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



If you observe that your child may be struggling or showing signs of needing more support, you may use **C.H.E.E.R** to guide your conversations and support your child.



Scan the QR Code to read an example in the Parenting for Wellness toolkit, of how CHEER can be used. The full toolbox is available at the end of the presentation.



Source: Parenting For Wellness Toolkit



# WE ARE HERE TO SUPPORT YOU!

- ☐ Student Handbook
  
- ☐ School Phone:  
**67866192**
  
- ☐ School's email:  
**esps@moe.edu.sg**
  
- ☐ School Website:  
[www.eastspringpri.moe.edu.sg](http://www.eastspringpri.moe.edu.sg)
  
- ☐ Form Teachers Email





# Thank You

Mdm Marhamah Yusof  
Year Head

[marhamah\\_yusof@moe.edu.sg](mailto:marhamah_yusof@moe.edu.sg)

Mrs Sally Koh  
Asst Year Head

[yeo\\_xueli\\_sally@moe.edu.sg](mailto:yeo_xueli_sally@moe.edu.sg)





# Annexes



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# Cyber Wellness

## What Will Your Child Learn in School?



***Gracious School , Life-long Learners***



# 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.



# 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, \_\_\_\_\_, (my name) pledge to be responsible 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.



# Supporting Your Child's Mental Well-Being Through School-Home Partnership (SHP)

3 areas where we can work together to foster SHP

**1 Respectful Communication**

**2 Role Models**

**3 Real Connections**



## Respectful Communication

*Open, respectful conversations between educators and parents deepen our understanding of each child, enable a coordinated & holistic support for the child and model healthy communication for our students.*



Share observations about your child's emotional state, stress levels, and social interactions



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



Communicate kindly and respectfully with one another





## Role Models

*Model the skills and values our children need for their mental well-being*



Demonstrate healthy ways to manage stress, setbacks and difficult emotions



Show children it is okay to ask for help when struggling



Model self-care



Check out this video on MOE YouTube for tips on how parents can support the social-emotional learning of their children.



## Real Connections

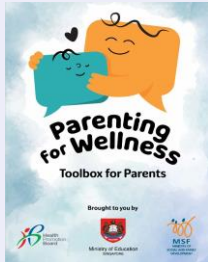
*Building strong bonds and genuine connections helps nurture a sense of belonging and emotional safety, supporting mental well-being of your child*

Build strong bonds through shared experiences and meaningful conversations



# Providing a safe space for conversations

## Tips taken from Parenting For Wellness Toolkit



<https://go.gov.sg/pfwp11>

*This QR code takes you directly to page 11 of the toolbox. The full toolbox is available at the end of the presentation.*

### ✓ Things You Can Do



Listen attentively. Maintain eye contact and put away your devices to show that you are paying attention.



Ensure that the environment is conducive and comfortable for your child. E.g. recreate an environment where your child had previously opened up to you, and have the conversation in a place where your child feels they have privacy.



Listen to understand, instead of listening in order to give advice and offer solutions.



Take a step back to calm down if things get heated, and return to the conversation after calming down.



Check that your child is comfortable with you sharing what they have told you with other people. If you have to do so out of concern for their safety, explain to your child why it is necessary.

### ○ Things You Can Say

- Use open ended questions to find out more about your child's perspectives and feelings.

How did that make you feel?

- Acknowledge that your child's opinions and feelings are valid, even if you disagree with them or do not fully understand them.

I hear that you are feeling frustrated.

- Let your child know that it is natural to experience these feelings, and that you experience them too.

I can see why you are upset.  
I would be too.

- If you are not sure what else to do, you can let your child know you are concerned for them, and offer support or a listening ear.

How can I help? What support do you need from me?



# **We value your partnership to raise a *‘Happy, Kind, and Confident Generation Together’.***

**1 Respectful  
Communication**

**2 Role Models**

**3 Real Connections**



## Parenting Resource: *Parenting for Wellness*

*Keen to find out more about building strong parent-child relationships, supporting our children's mental well-being, and parenting in the digital age?*

For more bite-sized resources (practical tips and strategies), scan the QR code on the right to download a copy of the **Parenting for Wellness Toolbox for Parents**.

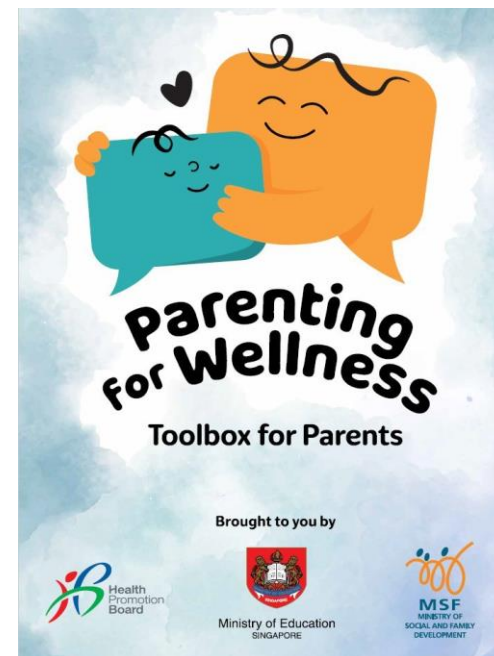


<https://go.gov.sg/pfw-toolbox-for-parents>



<https://go.gov.sg/hpbpfw>

For personalised access to the full suite of parenting resources, check out the **Parenting for Wellness website** on Parent Hub (hosted by HPB)! Scan the QR code on the left to access the website.





## Did You Know?

*The Difference between Stress and Distress*

Child is  
experiencing  
healthy  
levels of  
stress



Child is  
struggling and  
exhibits signs of  
distress.

Child is  
having a very  
difficult time.

### Stress Indicator

