

WELCOME TO P1 PARENT-TEACHER MEETING

The slides for today's presentation will be uploaded on our school website by the end of this week.

Please note that there is music playing in the background for you to test your audio.



WELCOME TO P1 PARENT-TEACHER MEETING

**Mrs Elicia Tay
Assistant Year Head (Lower Pri)**



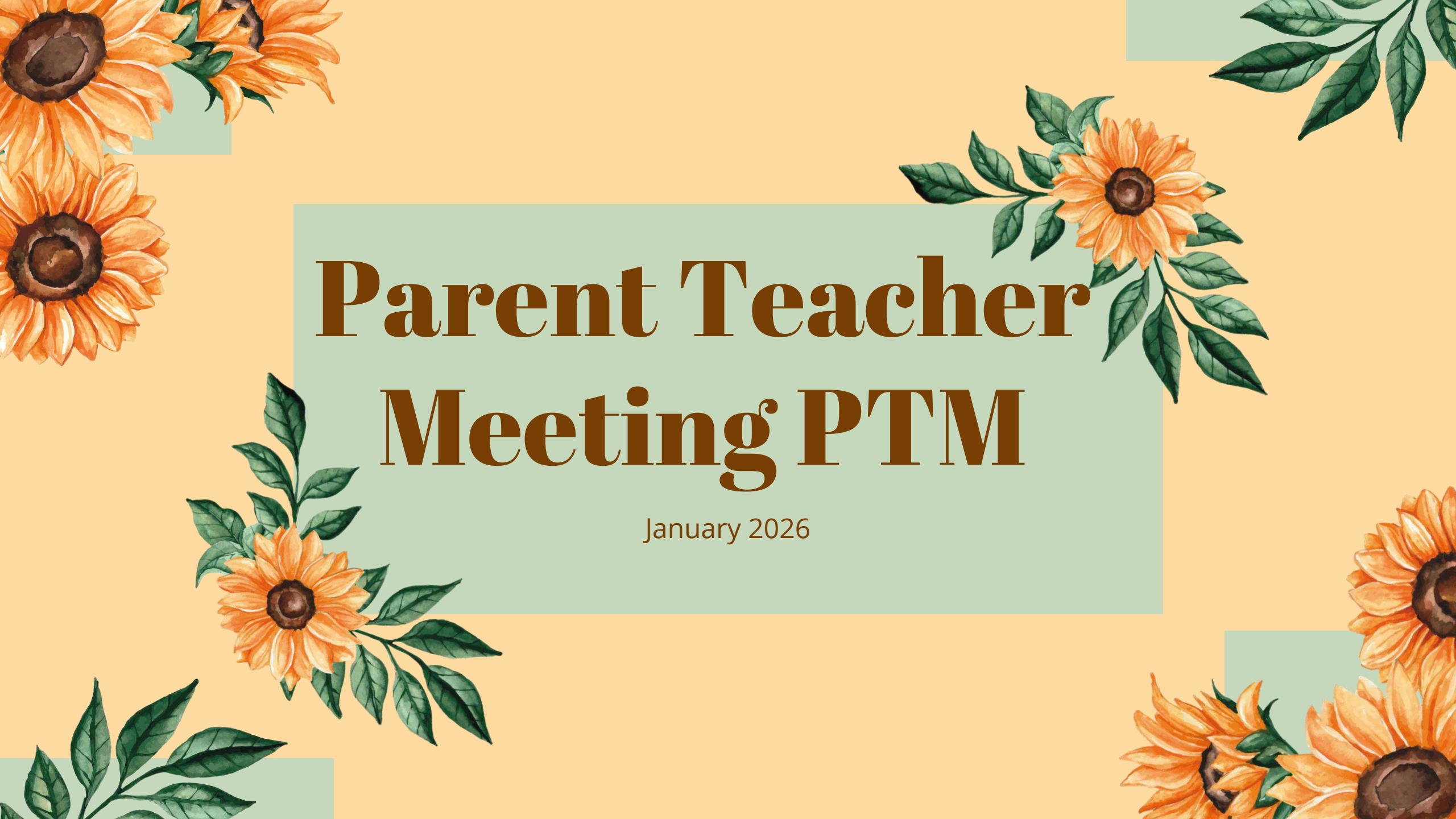
PROGRAMME OUTLINE

Time	Programme
2.30pm to 3.15pm	<ul style="list-style-type: none">• Principal's Address• Briefing on Level Matters• Briefing on Character & Citizenship Education
3.30pm to 3.50pm	<ul style="list-style-type: none">• Meeting with Form Teachers (via Teams)



Principal's Welcome Address





Parent Teacher Meeting PTM

January 2026

Agenda

Introduction to school leaders
School Vision & Values
School Direction 2026
Our Partnership
Traffic Reminders





School Leaders:

Principal: Mrs Elaine Quek

VP1: Ms Kong Su May

VP2: Ms Sujatha Paramathayalan

VPA: Mr Loh Yuh Por



A wide-angle photograph of a sunflower field at sunset. The sunflowers are in sharp focus in the foreground, with large green leaves and bright yellow flowers. In the middle ground, a person with long dark hair and a straw hat is seen from behind, looking out over the field. The background is a soft-focus landscape of more sunflowers and a line of trees under a warm, orange and yellow sky.

School Vision & Values

Vision

A Vibrant Community of Creative
Thinkers, Lifelong Learners and
Values-based Leaders

School Vision & Values

Values

Graciousness

Gratitude

Integrity

Responsibility

Resilience

Refer to Pg 9 of Handbook



4 Gs School Direction/Strategic Thrusts

Glow from Within/Leaders of Character &
Service to Community

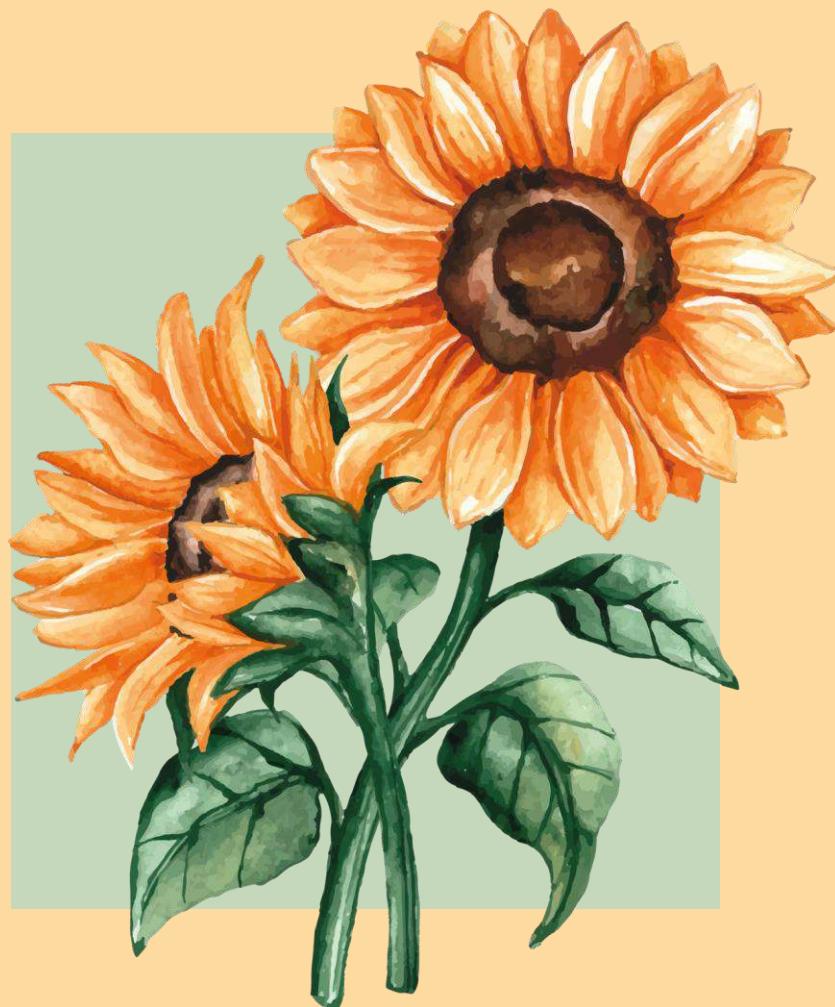
Grow through Learning/Women of Excellence

Get Green and Love Earth/ Collaborative
Partnerships

— Go Forth and Strive Towards Our
Goals/Engaged & Inspiring Staff



Glow from Within



Glow from Within

HAPPINESS
ISN'T ABOUT GETTING
WHAT YOU WANT ALL
THE TIME. IT'S ABOUT LOVING
WHAT YOU HAVE AND
BEING GRATEFUL FOR IT.

purehappylife.com



A Holistic Approach to Support Student Wellbeing

- Key Protective Factors for All Students

A Strong Identity

- Healthy sense of self worth
- Positive outlook
- A sense of meaning and purpose



Positive Relationships

- With friends and significant adults
- Connectedness with family, friends and the community



Responsible Choices for Life

- Healthy diet
- Active lifestyle
- Healthy digital device use
- Good management of time and schedule
- Balance of work and play
- No substance abuse

Glow from Within

GROWTH

Mindset Statements

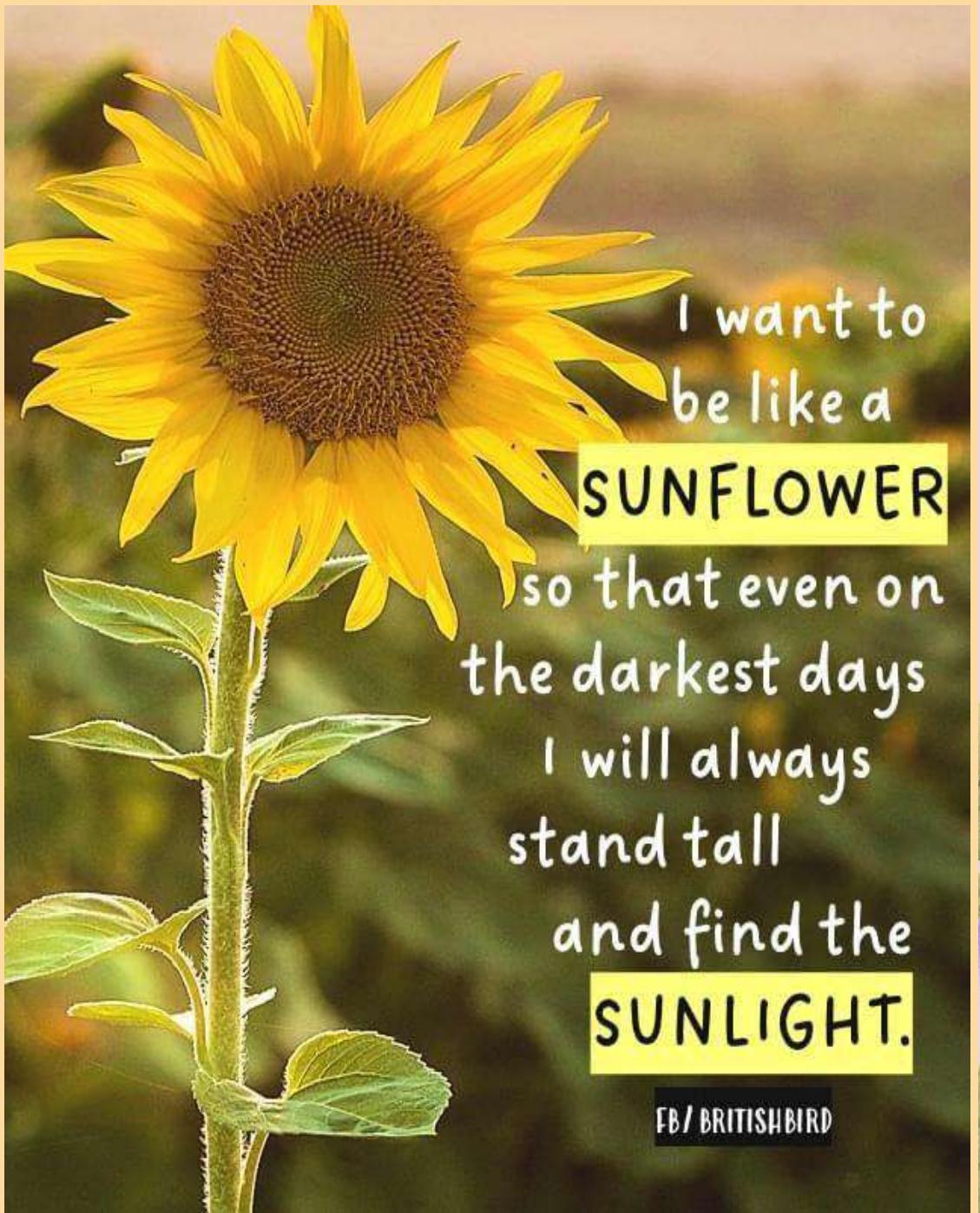
I can learn anything I set my mind to.	I am capable of achieving great things.	Every setback is a setup for a comeback.	Mistakes are opportunities to grow.
Learning is a lifelong journey			Persistence leads to progress.
Challenges help me to improve.			Failure is a stepping stone to success.
Effort is the path to mastery.	I can always improve with practice.	Feedback is a gift that helps me learn.	I can achieve my goals through effort.



From “I Can’t” to “I Can”

X I can't do this
✓ I can't do this yet
✓ I can do this now!





I want to
be like a
SUNFLOWER
so that even on
the darkest days
I will always
stand tall
and find the
SUNLIGHT.

FB / BRITISHBIRD

KINDNESS

is a gift everyone can afford to give, and its ripple effects are truly remarkable. A single act of kindness can positively alter the course of someone's life, reminding them that goodness exists in this world.

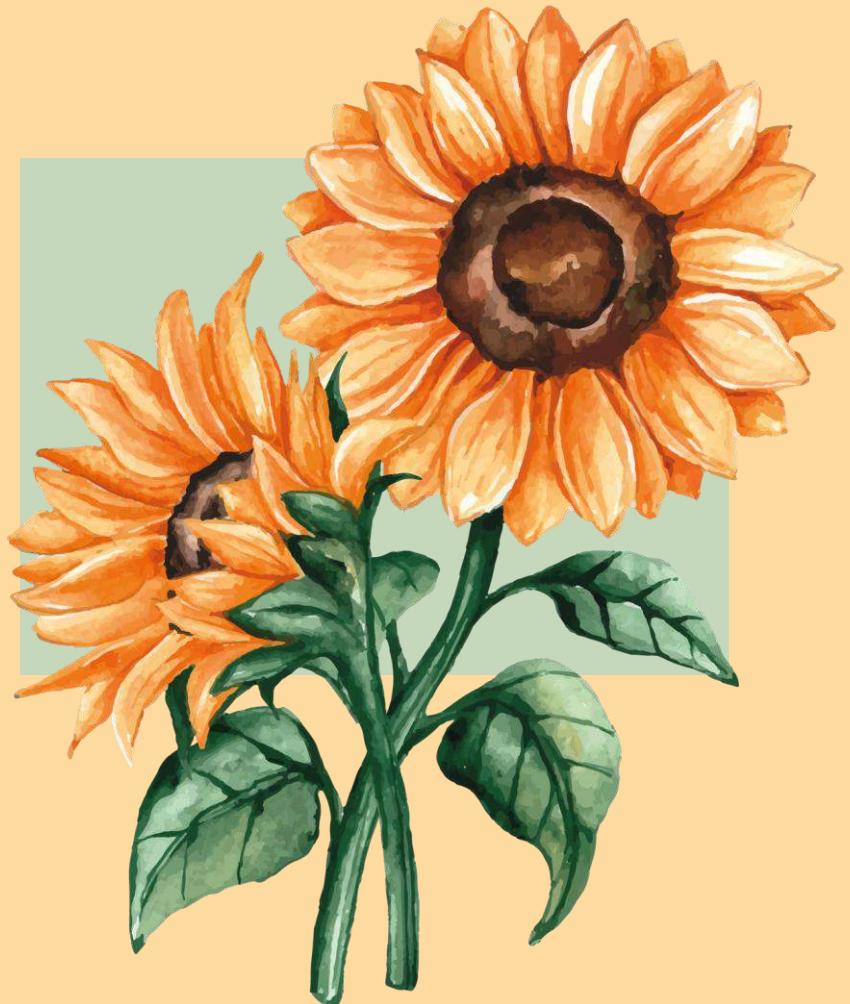
©2024 MINERVA ROILES
COME OUT AND SHINE



Grow though Learning

Handbook

- School Hours Pg 4
- School Expectations Pg 10 &11
- School Rules Pg 8 - 21
 - Rules on the Use of Smartphone & Smartwatch
 - Bus Safety Rules
 - Internet Safety Rules
 - Student Offences
 - Home School Agreement
 - Parent Acknowledgement Pg 21
- How to Study Pg 24
- Managing Your Time Well Pg 25
- Setting Goals and Achieving Them Pg 26 & 27
- Achieving Goals for Examinations Pg 11



Grow through Learning

What your child can say or do:

I do not give up even though I am having difficulty .

I keep working at a task to complete it.

I ask my teachers for advice or help.

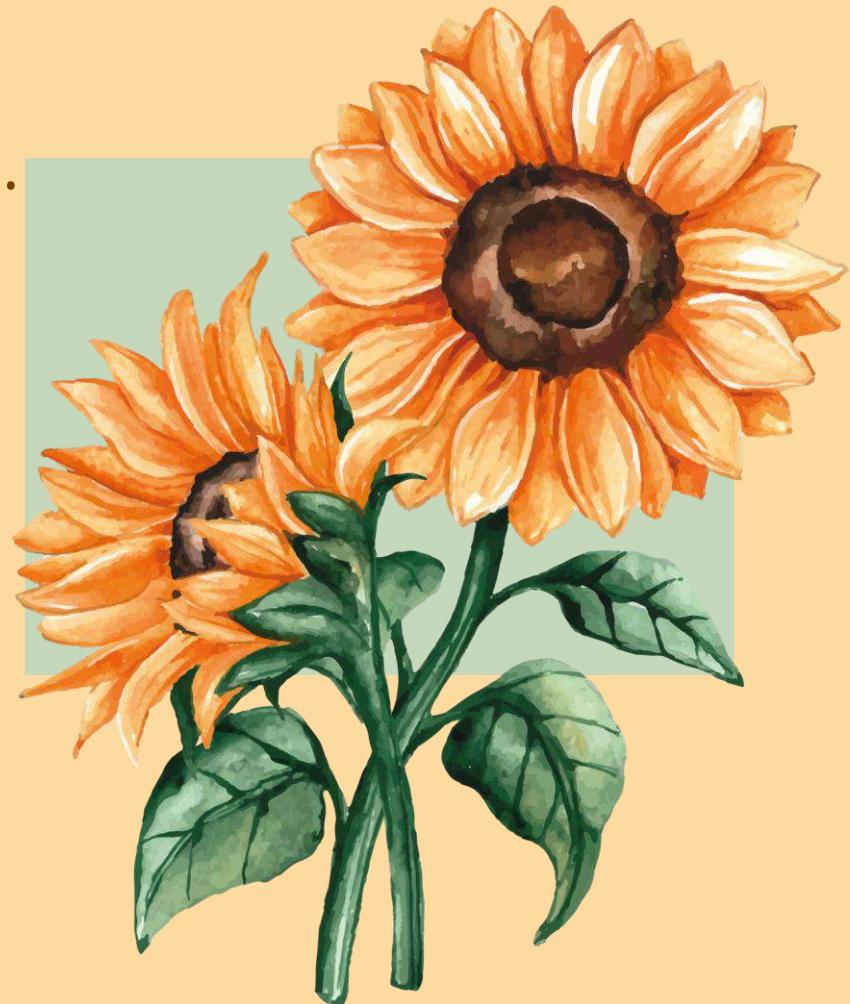
I discuss ideas with my friends.

I listen to the views of my friends and appreciate what they say during group discussions.

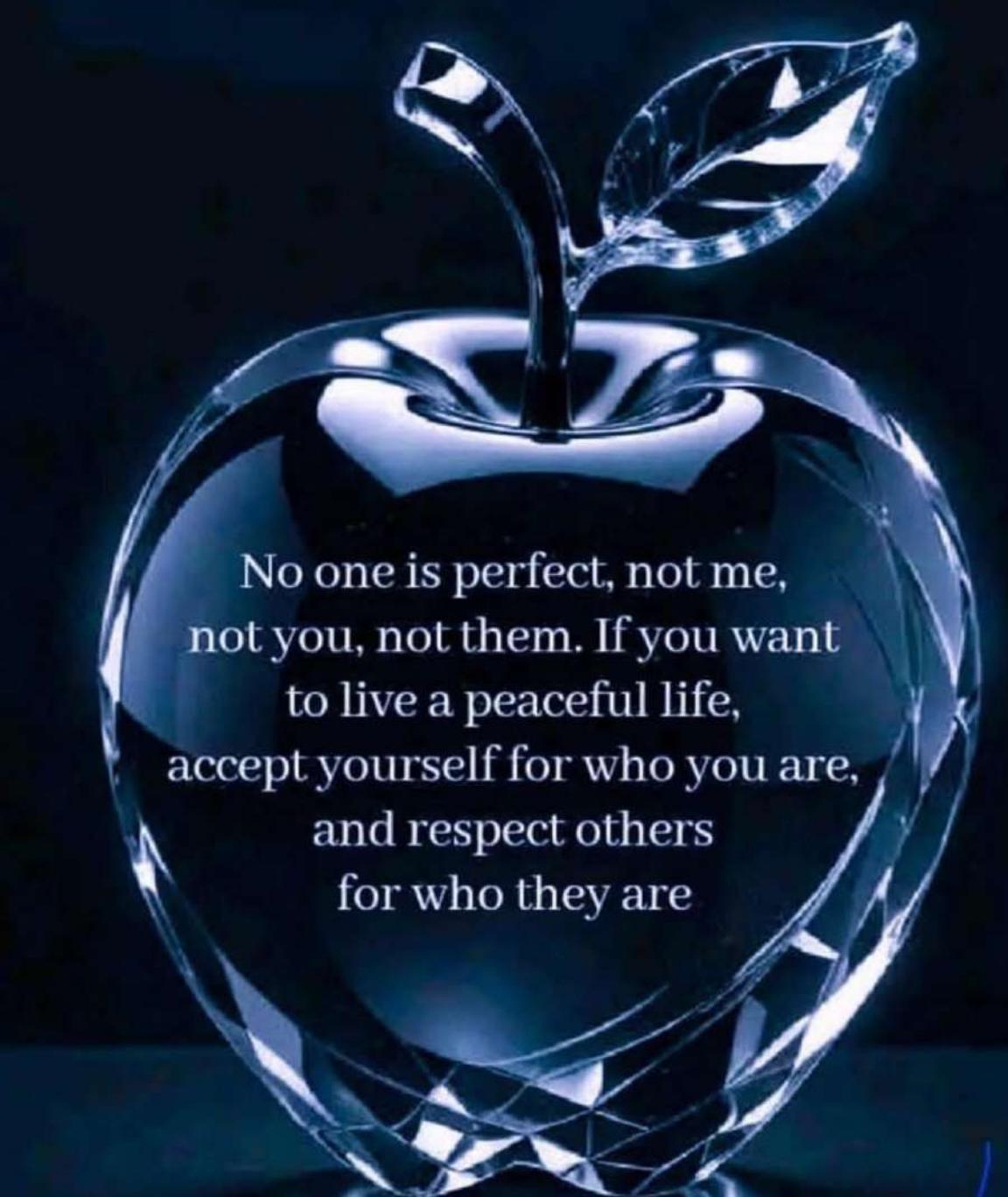
I respect my friends for who they are and want to learn from them and with them.

I can think of different ways to solve problems.

I can ask questions politely on why things happen and how things work



- Let's value our girls and not be so quick to compare them with others.
- Manage expectations and cheer them on.



No one is perfect, not me,
not you, not them. If you want
to live a peaceful life,
accept yourself for who you are,
and respect others
for who they are

Get Green & Love Earth



Recycle paper in class

Bring your own containers to buy food home
after school

Carry a reusable bag to continue purchases at shops
and supermarkets

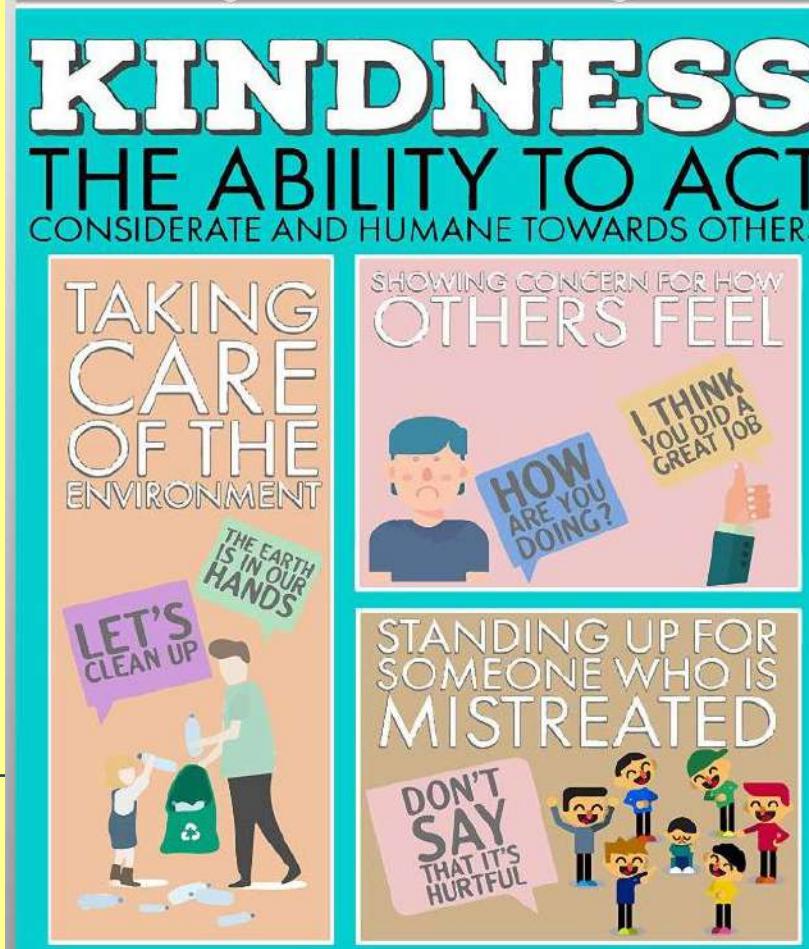
Grow vegetables at home for consumption.

Donate items in good condition to Salvation Army or
the textile recycling bin



You Are Ready to Shine!

- ✓ You can grow
- ✓ You can be kind
- ✓ You are a valued member of our school
- ✓ You are all our RGPS Girls!





You Are Ready to Shine!

I promise to do my best
Even when things are hard
I promise to keep learning
And growing every day.

I promise to be kind,
And be a good friend,
So our school will be
A happy place for everyone!





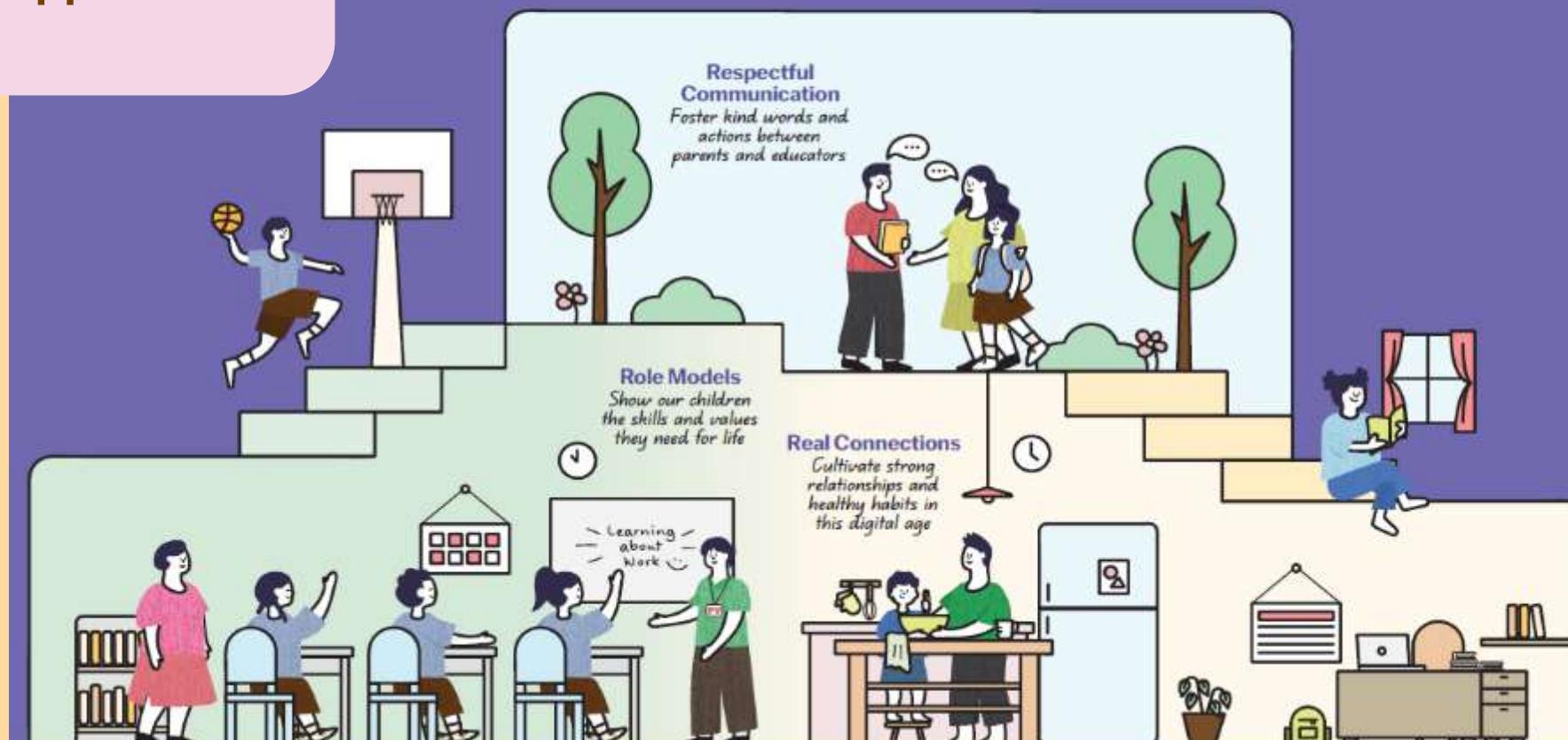
Our Partnership

School-Home Partnership

Our children do best when schools and parents work hand in hand to support them.

Guidelines for School-Home Partnership

Raising a Happy, Confident, and Kind Generation Together



3 areas we can work together on to foster School-Home Partnership

1 Respectful
Communication

2 Role Models

3 Real Connections



Respectful Communication

Foster kind words and actions between schools and educators



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



Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers



Respect each other's time by communicating during working hours



Role Models

Show our children the skills and values they need for life



Find joy in everyday experiences with our children



Instill confidence by encouraging responsibility and believing in our children's abilities



Model good values in words and actions

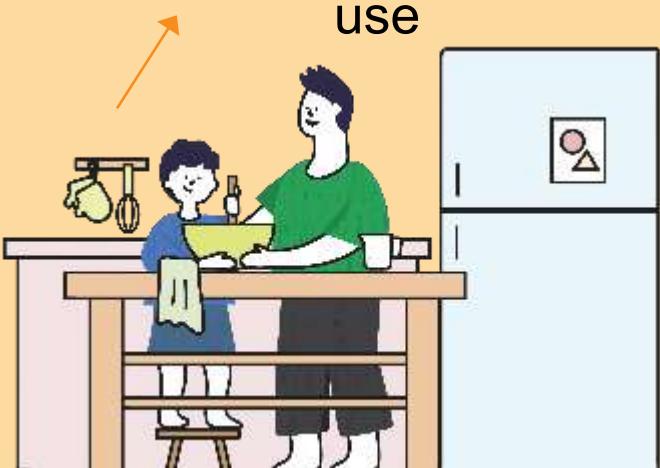


Check out this video on MOE YouTube for tips on how parents can support the social-emotional learning of their children.

Real Connections

Cultivate strong relationships and healthy habits in this digital age

Establish good habits for our children to stay confident and in control of their technology



Provide a balanced mix of engaging online and offline activities, at school and at home

Build strong bonds through shared experiences and meaningful conversations

Building Relationships
Helping Your Child Build Healthy Relationships

Healthy relationships and supportive relationships are important for children's overall well-being and allow them to experience a sense of community and belonging.

Things You Can Do

- Expose your child to a range of social situations.
- For younger children, create opportunities for them to interact with other children of similar ages (e.g. attend school, preschool, etc.).
- For older children, encourage them to make friends with peers who have similar interests.

Things You Can Say

- Talk to your child about the qualities that make a good friend (e.g. empathy, being respectful), and how to exhibit these qualities.
- When you see your friend struggling, put yourself in their shoes. How would you want a friend to support you?
- Older children are often figuring out the balance between being themselves and fitting in with others. Encourage them to find a balance line that they can talk to you if they feel pressured to act in ways that they are uncomfortable with.
- If you ever feel uncomfortable doing something or feel something you do not in order to fit in, please know that you can come to me to share your thoughts and struggles. We will work through that together.
- Listen to your child's problems and ask probing questions to help them find ways to resolve their friendship issues.

If you ever feel uncomfortable doing something or feel something you do not in order to fit in, please know that you can come to me to share your thoughts and struggles. We will work through that together.

How has this affected you or your friend?

What are your expectations of a good friend?

How can you make things better?

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Navigating the Digital Age
Helping Your Child Thrive in the Online Space

It is important to help your child understand that not everyone holds the same point of view as them. To help them navigate these differing viewpoints, you can guide them to express their opinions confidently online while respecting others' opinions. This will help them contribute to a healthy online community.

Things You Can Do

- Encourage your child to keep an open mind and provide opportunities for them to interact with others that would enable them to consider issues from multiple perspectives.
- When your child is responding to another person online, encourage them to exercise empathy and consider the message that your child is engaging in negative behaviours (e.g. condescending, unkind messages), correct them and help them to understand why their actions are wrong.
- Why do you think they said that?
- If you were in their shoes, would you agree with their opinion?
- Is your message respectful and empathetic?
- Consider the issue from another perspective by practising T.H.I.R.K. (Truthful, Helpful, Inspiring, Necessary, and Kind).

It's easy to feel upset. It's also easy to feel angry. If you feel angry, take a deep breath and consider the following steps to turn off the comments and notifications and do something else for now.

Page 34



Check Parenting for Wellness Toolbox for conversation starters to facilitate meaningful conversations, and practical strategies on parenting in a digital age.



Join Us! **Parent Volunteer Group (PVG)**

A team of dedicated parents supporting each other in nurturing their children. Network, share and learn with fellow parents by involving yourself in initiatives such as Parenting Workshops and Career Talks for P5 and P6 students.

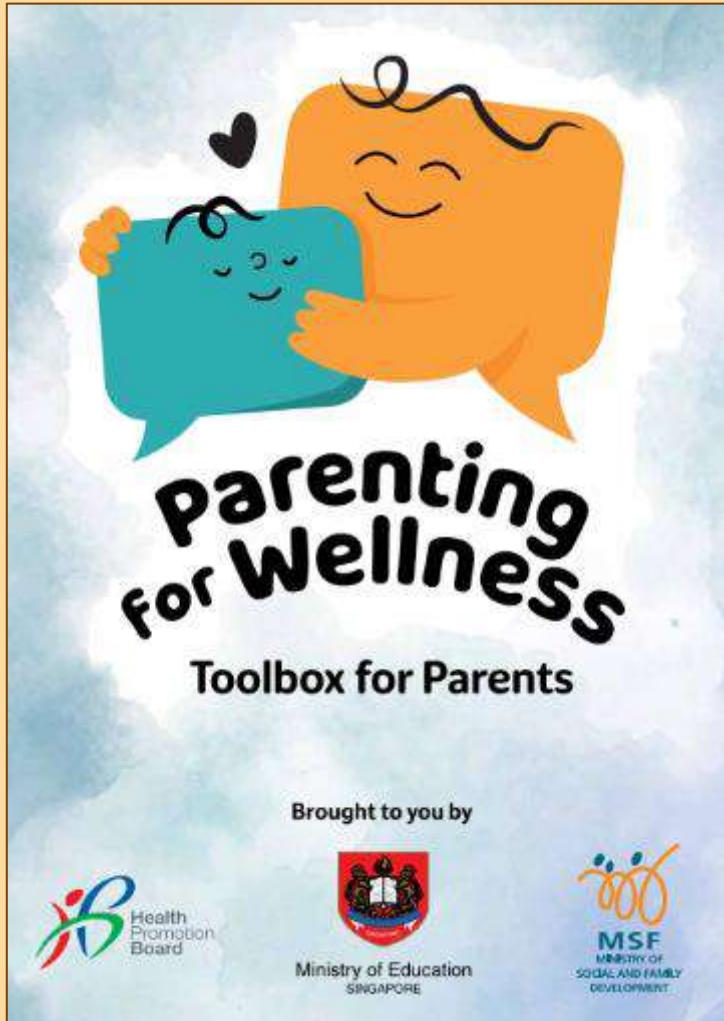
RGPS PVG – Raffles Girls'
Primary School Parent
Volunteer Group
<https://rgpspvg.org>

Engagement Charter

- The partnership between schools and parents is an essential one.
- By promoting mutual courtesy and respect in our interactions with each other, we can be good role models for our children and build authentic partnerships that will better benefit our children.



Latest Resource: Parenting for Wellness Toolbox



An initiative to empower parents with key knowledge and skills to build strong parent-child relationships, strengthen their children's mental well-being and resilience, and parent effectively in the digital age.

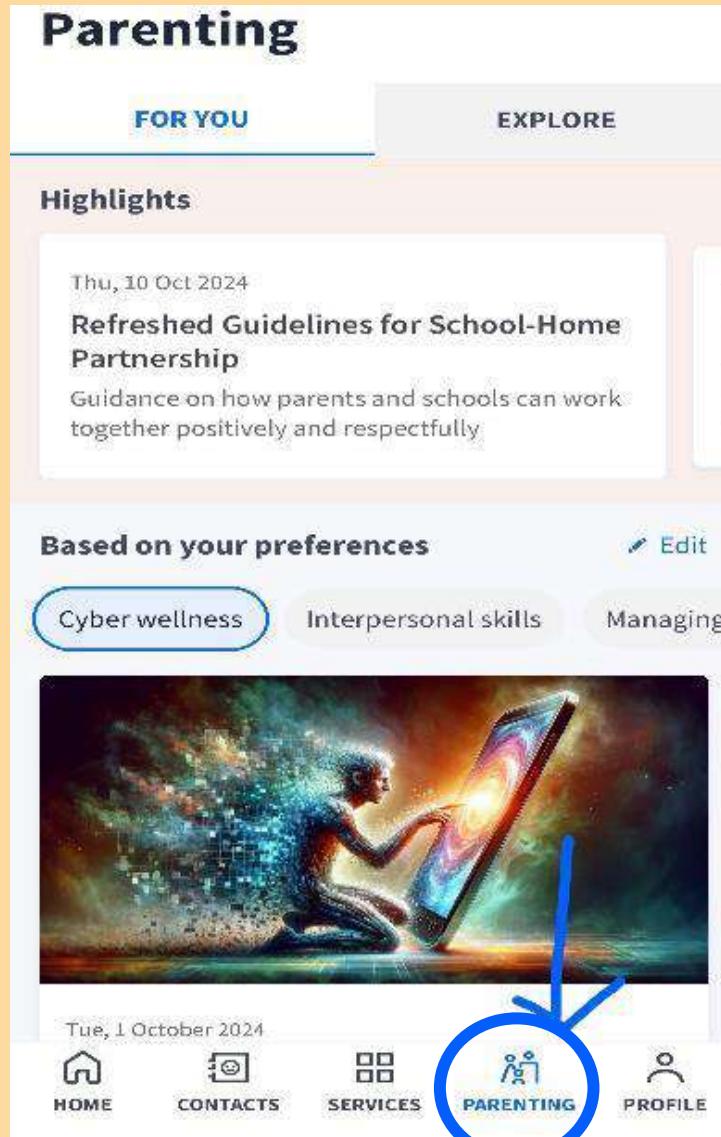
The Toolbox for Parents **comprises bite-sized practical tips and strategies for parents**, such as ways to create a safe and nurturing home environment, build resilience in children, and stay safe online.



Check out Parenting Resources on Parents Gateway (PG)

Repository of parenting resources

A repository for parents to browse resources on topics such as forging parent-child relationships and education pathways.



Find out more about Parents Gateway here.

Check out more resources from MOE

Parent Kit



Parent Kit

www.moe.gov.sg/parentkit

Each Parent Kit issue contains bite-sized actionable tips with supporting resources for parents to help them support their child in their education journey.

MOE Social Media Platforms



www.instagram.com/parentingwith.moesg



www.instagram.com/moesingapore



www.facebook.com/moesingapore



www.youtube.com/moespore

Sg60 & Beyond

34

Our Singapore Spirit

To keep Singapore going, we must be a “We-First” society. Because if everyone only thinks about “me”, and puts “me” ahead of “we”, then we are finished. Society will fray, and things will fall apart. But if each of us does our part for the “we” – care, contribute, and look out for one another – then the “me” will thrive and flourish too. Because when the whole is strong, each of us becomes stronger too.

And that is how we strengthen the Singapore Spirit. And so we have to do more to encourage Singaporeans to step forward. To take responsibility for one another. And to shape the character and future of our society.



[Source: National Day Rally 2025 | gov.sg](https://www.gov.sg)



Traffic Reminders

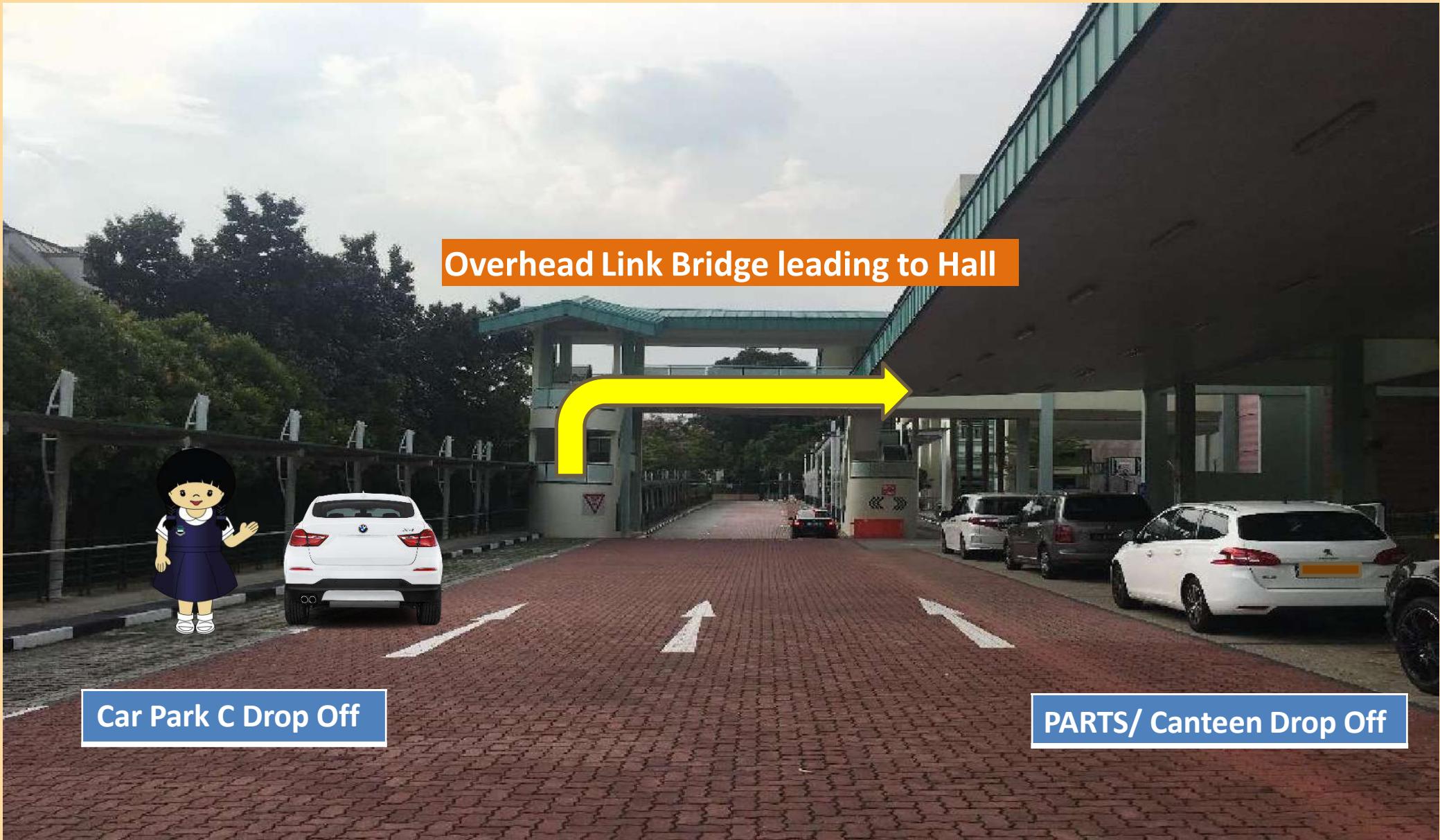
PG Notification 30 Dec 2025

RGPS-LTA and PUB Traffic Advisory

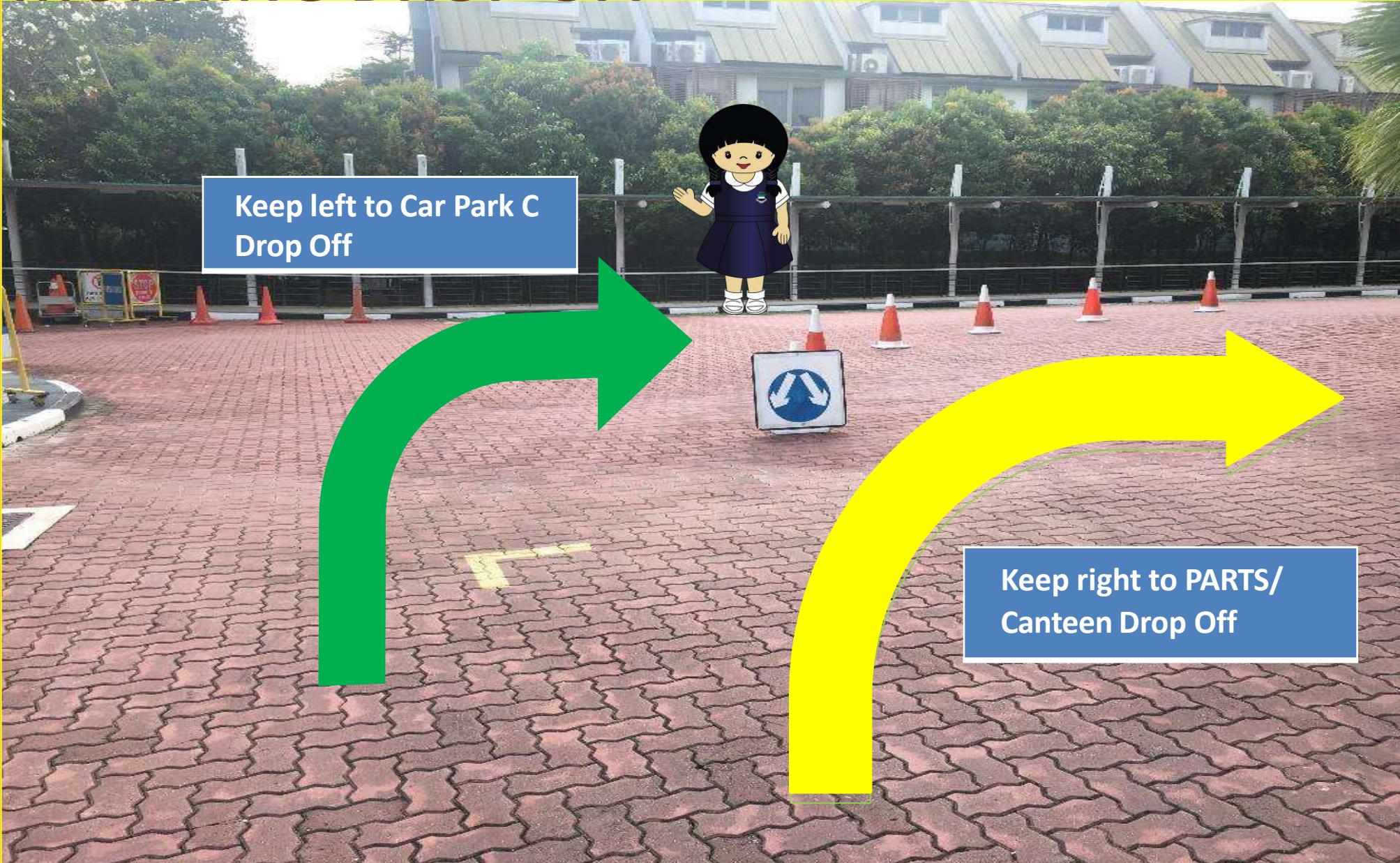
**PARKING REGULATIONS ALONG DUNEARN ROAD & HILLCREST ROAD OF
RAFFLES GIRLS' PRIMARY SCHOOL**



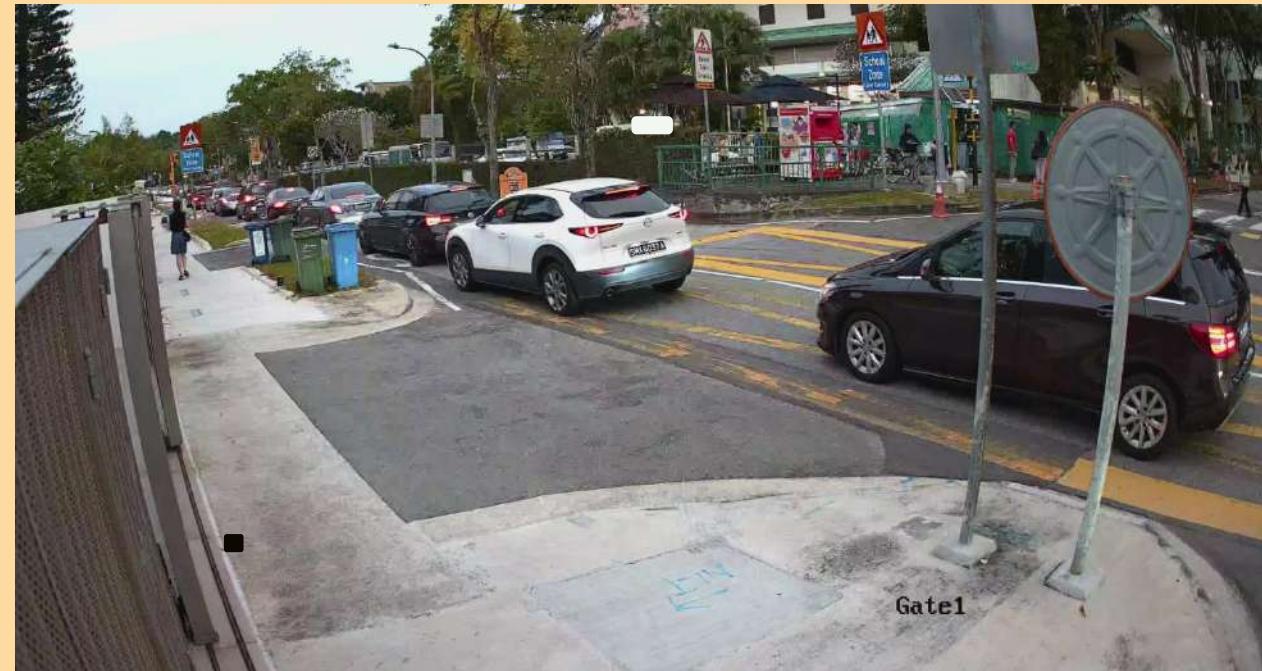
ALIGHTING POINTS



MORNING DROP OFF



STOPPING INSIDE YELLOW BOX ROAD MARKINGS





Let's work in partnership
together for our girls' wellbeing.
Thank you & have a wonderful
2026!

Sharing by Year Head

- Smoothening the Transition to Pri 1
- Understanding Mental Health and Well-being
- Level Programmes & Activities
- School-Home Partnership



Smoothening the transition to Primary 1

When your child enters primary school, their experience will include:

New friends and
teachers



How can you prepare your child for Primary 1?

You can start talking to your child about the following:



Adjusting to a larger learning environment



Interacting with more peers and teachers



Adapting to longer school hours and new routines



Taking the initiative to ask for help



Becoming more independent and responsible



Relating Well to Others

Build your child's interpersonal skills by:

01

Modelling the use of friendly and polite phrases

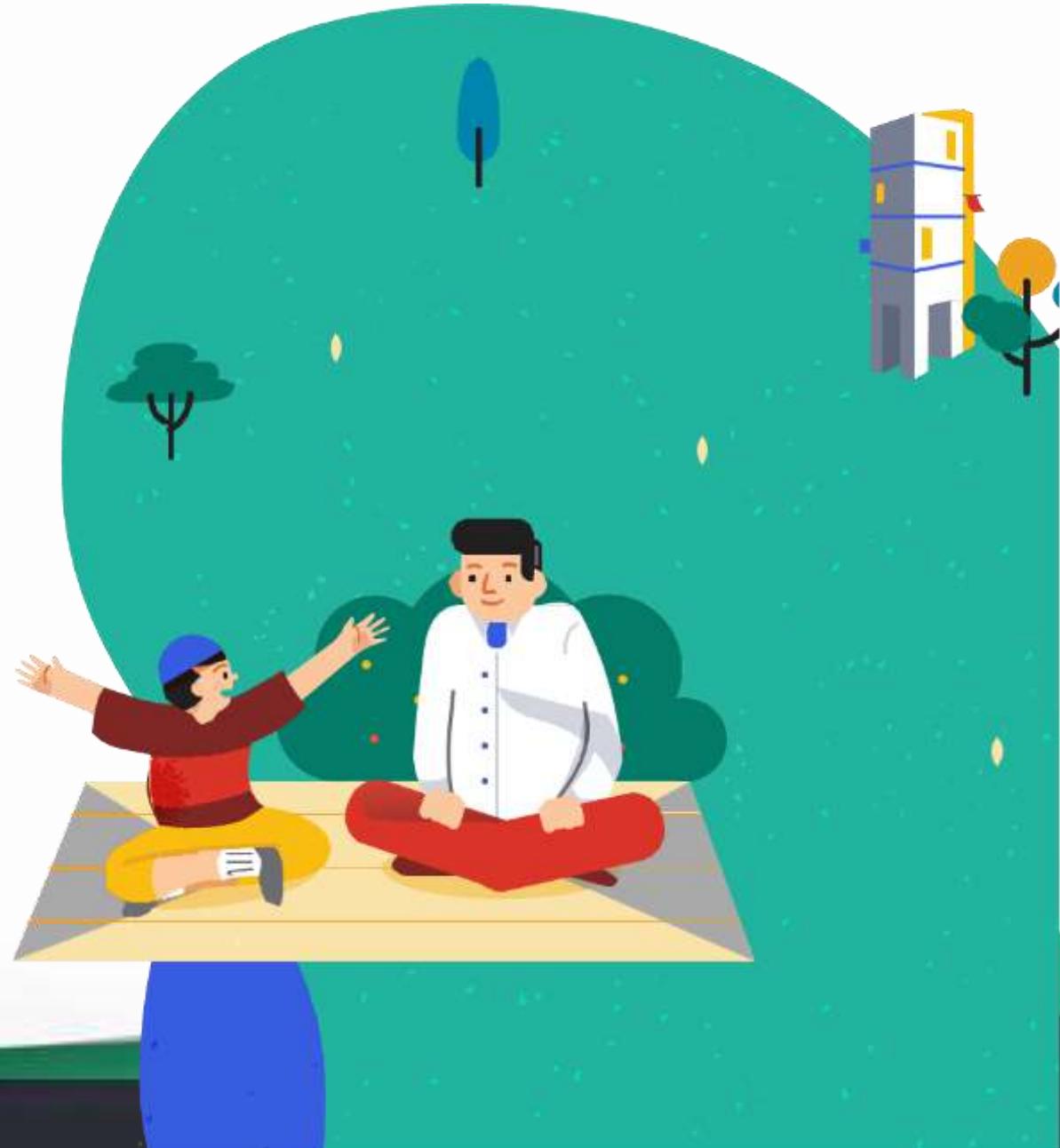
“May I please...”

“Hi! My name is...What is your name?”

“Could you help me with...”

02

Providing opportunities for your child to share and take turns during playtime with other children



Developing Good Habits

Routines help your child build confidence and learn to manage things by themselves.

Take their temperature using a thermometer



Wash their hands



Pack their bag and check for materials



Make healthy food choices



Practise consistent pre-bedtime routines and have at least 9 hours of sleep



Guide your child to do the following independently:

Dress themselves



Buy food at the canteen

Knowing when and how to ask for help



Nurturing Positive Attitudes

Developing the right learning attitude will help your child learn better. You can encourage your child to:



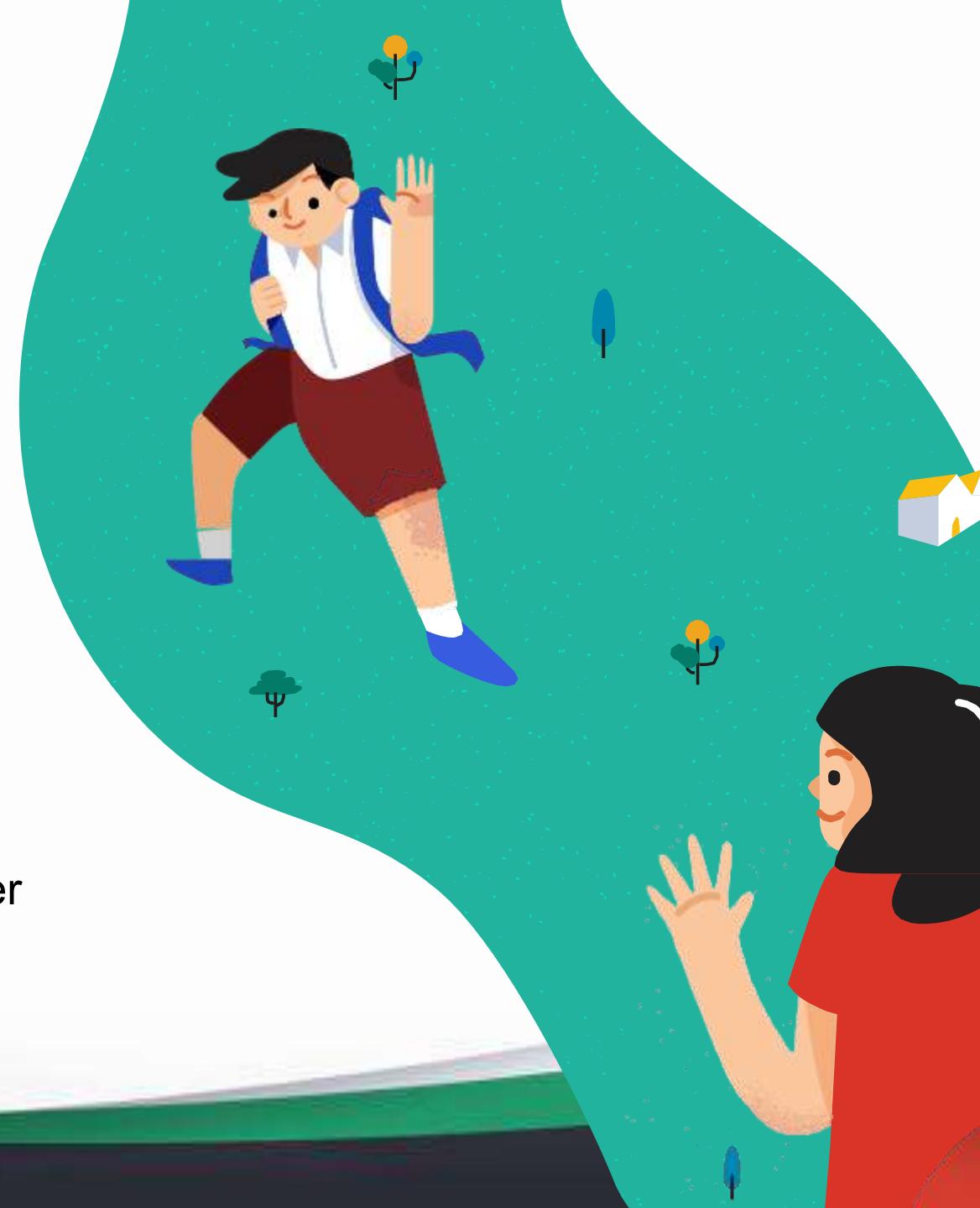
Ask questions about their experiences and their observations on the world around them



Reflect on learning experiences, learn from mistakes and try ways to do something better



Persevere even when faced with challenges



Understanding Mental Health and Well-being

Check-in Activity:

What do you understand by mental health?

1. What comes to mind when you hear the term 'mental health'?
2. Why do you think mental health is important?
3. Why should we be concerned about our children's mental health?





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.

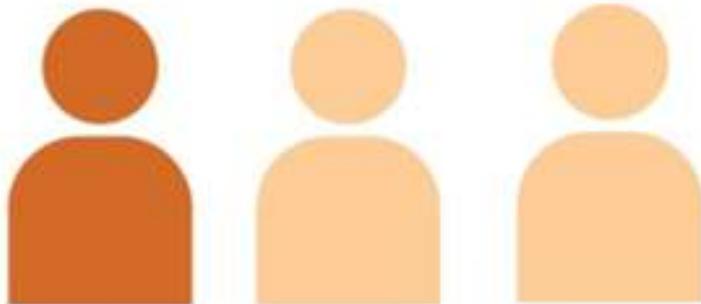


Did you know?



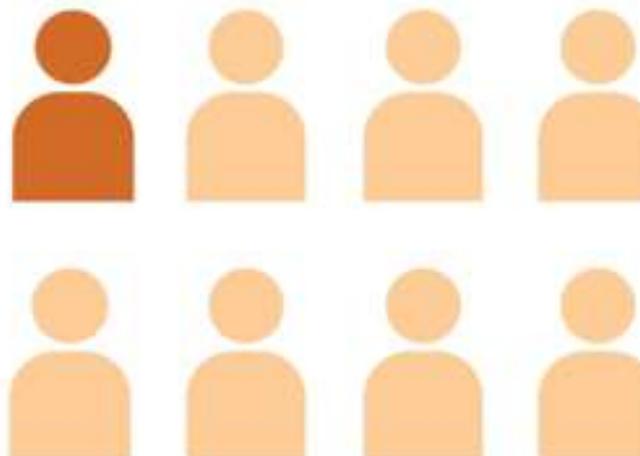
Singapore Youth Epidemiology and Resilience Study (2023)*

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



+ 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

Level Programmes and Activities

- Holistic education
 - ✓ knowledge
 - ✓ skills
 - ✓ values
- Well-being



Student Well-being

- Welcome Back to School Programme (Term 1 and Term 3)
- Termly Check-in Surveys and Activities
- Teacher-Student Dialogue Sessions
- Learn & Bond Programme
- R U OK Campaign
- Learning Journeys
- Raffles Fiesta
- Extended Recess (Unstructured playtime)
- Character Development Programme (CDP)



Student Well-being

WBTS-Term 1 and Term 3



WBTS-Term 1

Getting to know how you feel

How do you feel about starting Primary One? What makes you feel this way?

TIME TO SHARE!

Interaction 3

Getting to know our subjects and teachers

School timetable

	1	2	3	4	5	6	7	8	9
Mon	Form Teacher Guidance Period			English and Social Studies		Music			
Tue			Mother Tongue						
Wed		Mathematics		Character and Citizenship Education					
Thu	Physical and Health Education		Art						
Fri		Programme for Active Learning							

Raffles Girls' P. School

A girl in a school uniform is jumping with joy.

CHECK IN

SHARE

Interaction 3



Student Well-being

Teacher-Student Dialogue Sessions

What do you like to do during your free time?

- Reading books
- Playing with my brother/sister/friend
- Exercising/playing in the park
- Doing art and craft (for example, drawing)
- Playing computer/online games
- Watching TV/online videos
- Others



Student Well-being

Extended Recess



Library



Tinkering Courtyard



Makers Corner



Playground



Student Well-being

Grow Well SG: The Health Plan Journey

A Sharing by MOE, MOH and HPB
SINGAPORE



Focus on 4 key areas to lay the foundation for healthy habits early and pave the way for a better future for our children

1



Eat Well

Fuel for growth and learning. Good nutrition can support growth and enhance overall health and development.

2



Sleep Well

Rest for success. Healthy sleeping routines can improve concentration, mood, and physical development.

3



Learn Well

Engage in diverse learning experiences for holistic development. Excessive screen use and unrestricted access to digital technology may hinder our children's learning and affect their mental well-being.

4



Exercise Well

Active bodies, active minds. Regular physical activity can strengthen bodies, sharpen minds and boost self-esteem.

Equally important is **Bond Well** as bonding well supports and reinforces healthy lifestyles in children.



Bond Well

Connect for better well-being. Strong relationships within the family and social connections with friends can strengthen emotional well-being, resilience, and overall development.



RGPS Grow Well

9-3-2-1



RGPS Grow Well 9-3-2-1



9 – 9 hours of Sleep



3 – 3 Healthy meals a day



2 – Maximum 2 hours of screen time
per day



1 – 1 hour of physical activity



SCHOOL-HOME PARTNERSHIP



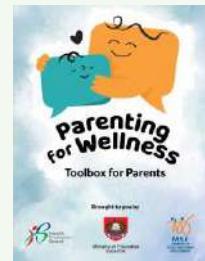
The Crucial Role of Parents

Your partnership with the school: Supporting your child together.



How can you support your child?

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



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

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.

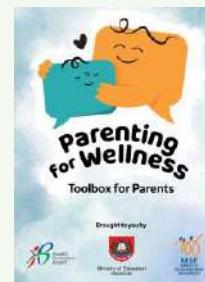


ARE YOU FEELING TOO MUCH STRESS?

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

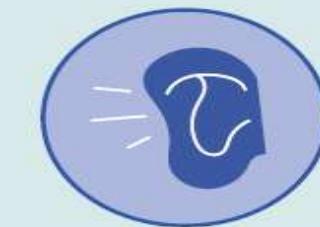
If you observe that your child may be struggling or showing signs of needing more support, you may use **C.H.E.E.R** to guide your conversations and support your child.



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.



Calm them down



Hear them out



Empathise with their feelings



Encourage them to seek help



Reassure them

Parents Gateway

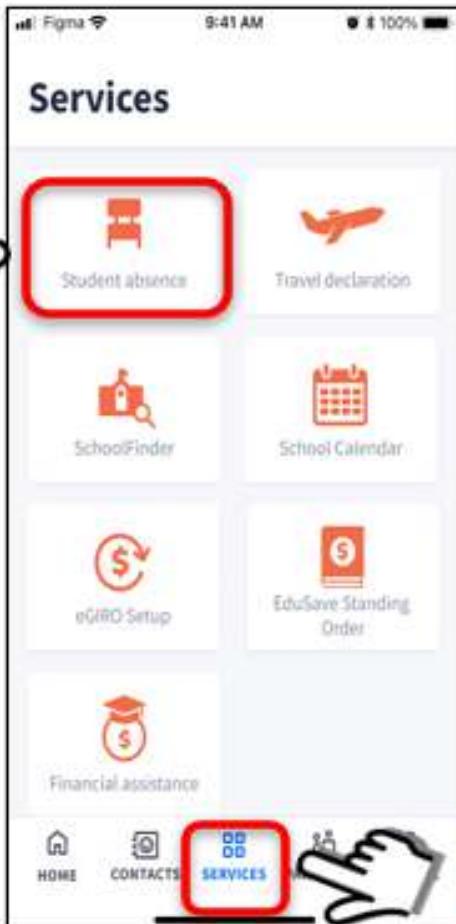


**Parents
Gateway**

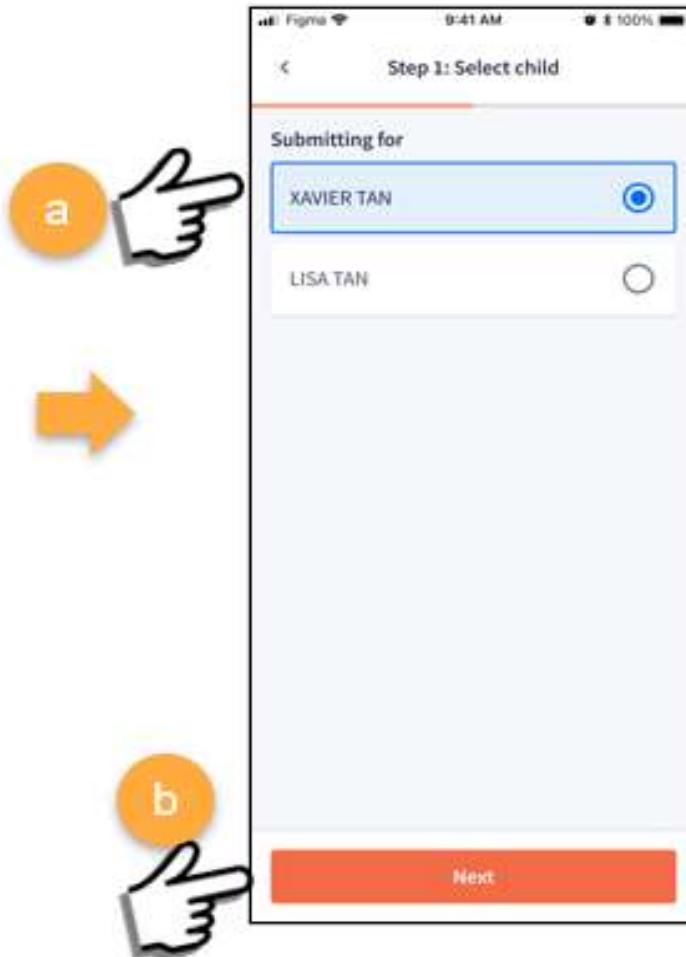
- Get access to all school announcements and updates
- Give consent for your daughter/ward participation in school activities anytime, anywhere
- Book your preferred slots for Parent-Teacher Conference
- Declare any travel plan of your daughter/ward.



New Feature in PG-SCM (for submission of MC or other reasons)



1. a) Go to "SERVICES" tab.
b) Click on "Student absence"



2. a) Select your child's name
b) Click on "Next"



3. Click on box to activate calendar for selection of date.

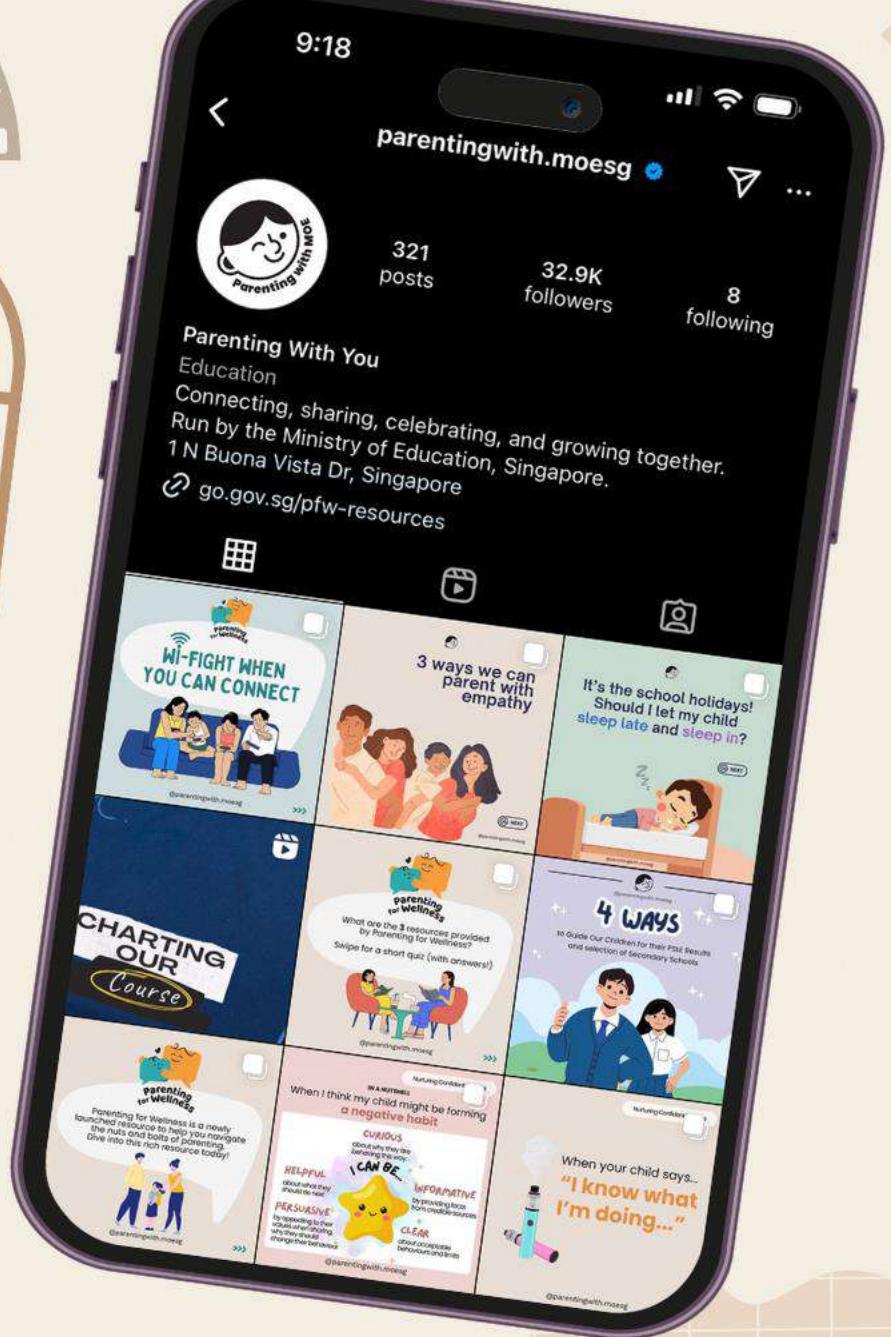
RESOURCES FOR PARENTS



Compilation of Useful Resources

Parenting for Wellness Toolbox for Parents (condensed info)	go.gov.sg/pfw-toolbox-for-parents
Parenting for Wellness Website (full content)	go.gov.sg/hpbpfw
MOE YouTube video on how parents can support the social-emotional learning of their children.	go.gov.sg/selhome
MOE Parent Kit	https://www.moe.gov.sg/parentkit
Schoolbag article “Next Stop, Primary School: Preparing the Child, and the Parent”	go.gov.sg/prepforprisch





Begin your parenting journey with us

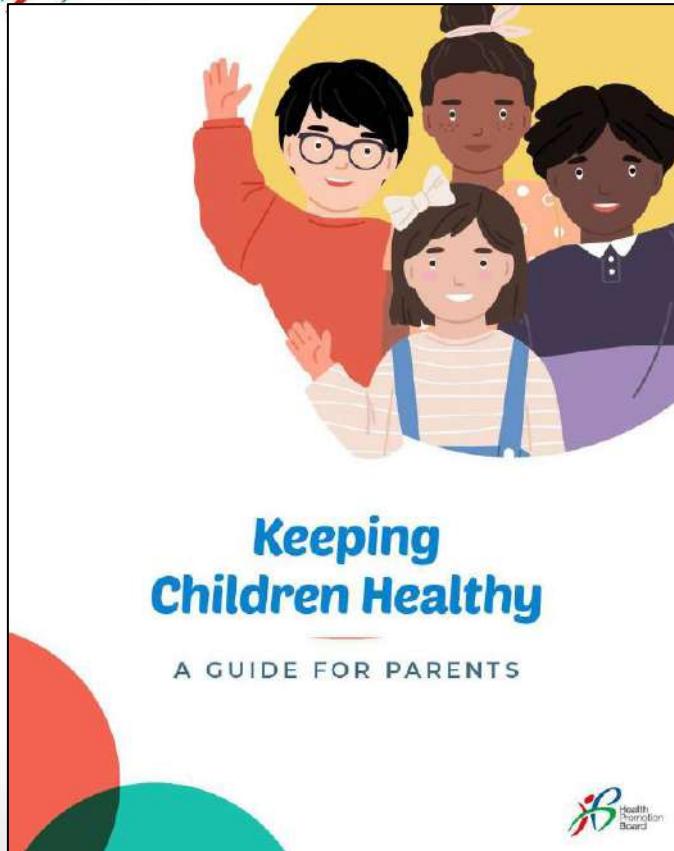
@parentingwith.moesg

Follow us on Instagram for bite-sized and actionable parenting tips to tackle the everyday demands of parenting.



WE ARE HERE TO SUPPORT YOU!

KEEPING CHILDREN HEALTHY – A GUIDE FOR PARENTS



Edition 1
Information of
HPB
programmes
for students in
schools



Edition 2
What parents can
do to support their
children through
transition to
primary or
secondary school



Edition 3
Tips for
parents to
build healthy
routines at
home with
their child

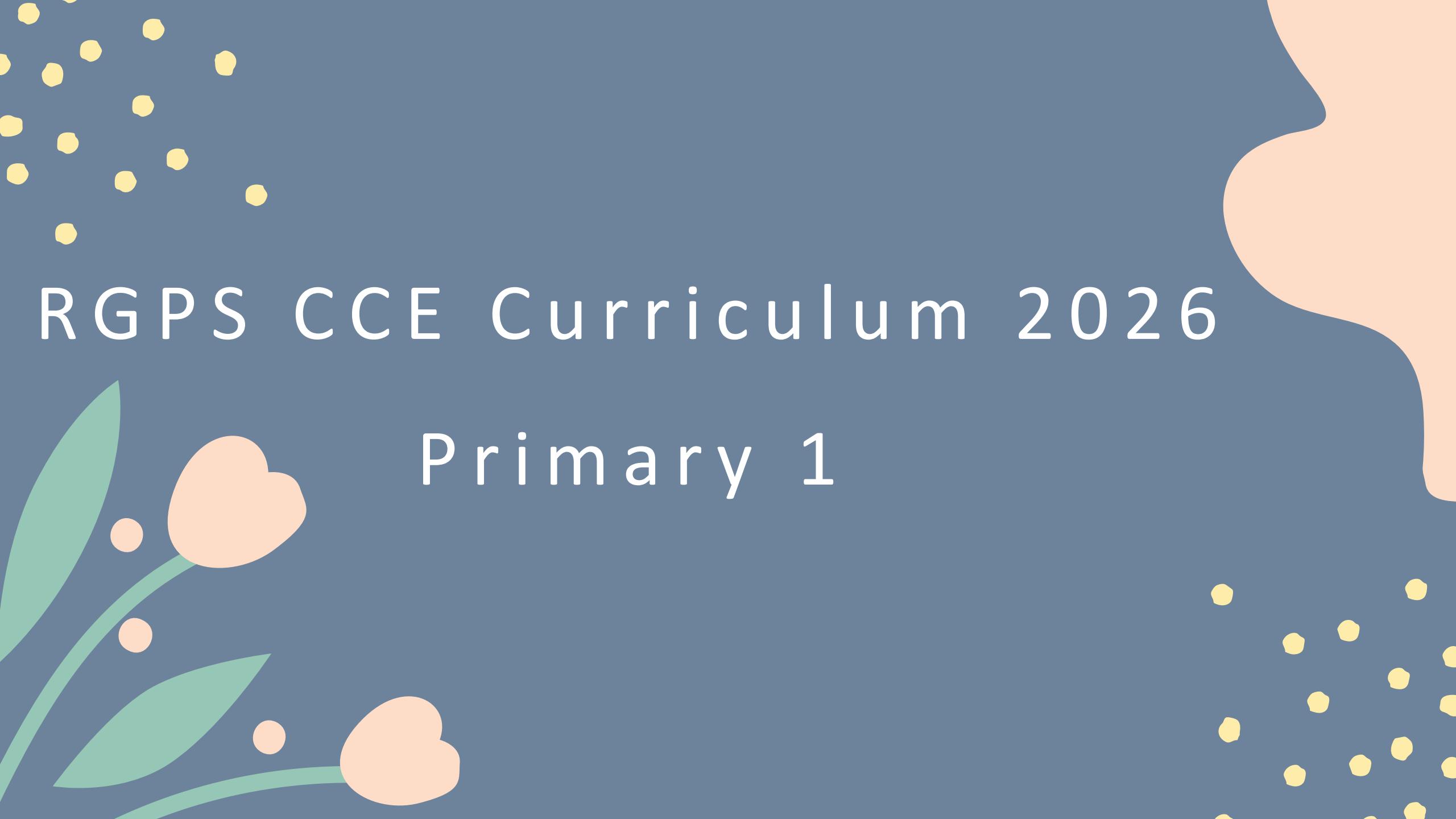




THANK
you

lim_pheh_fuen@schools.gov.sg (AYH)
yue_siew_poh@schools.gov.sg (YH)





RGPS CCE Curriculum 2026

Primary 1

What Will Your Child Learn in School?

Find out what your child will learn about **Mental Health and Well-being** during **CCE (FTGP)*** lessons and other programmes.

Primary 1

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

Managing Thoughts, Feelings & Behaviour

- Understanding and managing emotions

Strengthening Sense of Self & Purpose

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

Building Positive Relationships

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

Overcoming Challenges; Managing Changes and Transitions

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

Managing Disappointment- Be Positive!

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

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



Taken from P2 CCE Journal P.8



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

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

Key Programmes



P1 Care in Action (VIA)

- Caring for My Family
- Objectives: To help students to understand that caring and respectful words and actions have an impact on people. Our caring actions allow us to express our love, care and support for our family.
- Term 2, Week 7

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: <hr/> <hr/>		

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

THANK YOU

