

WELCOME TO P2 PARENT-TEACHER MEETING

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

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



WELCOME TO P2 PARENT-TEACHER MEETING

Ms Yue Siew Poh
Year Head (P1/ P2)



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 Education
3.30pm to 3.50pm	<ul style="list-style-type: none">• Meeting with Form Teachers (via Teams)



Principal's Welcome Address



The background is a solid light orange color. It is decorated with several clusters of watercolor-style orange flowers with dark brown centers and green leaves. These clusters are located in the top-left, top-right, bottom-left, and bottom-right corners. A large, light green rectangular box is centered on the page, containing the main text.

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





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.

purehappyliife.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.

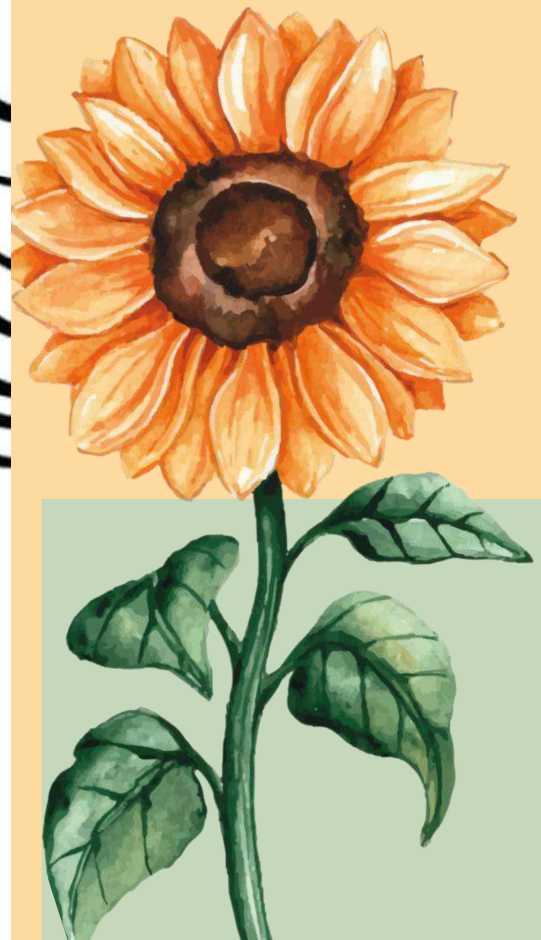
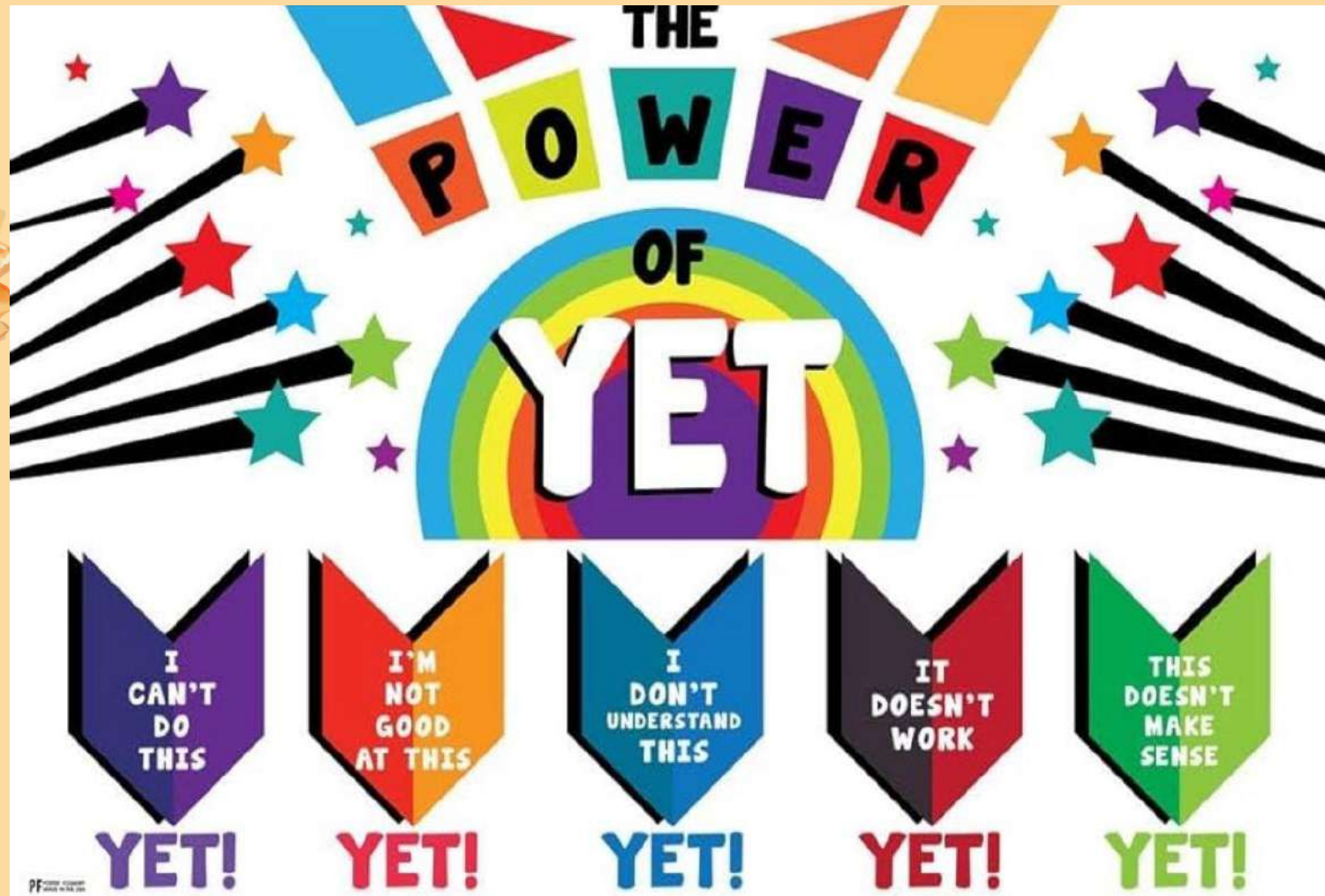


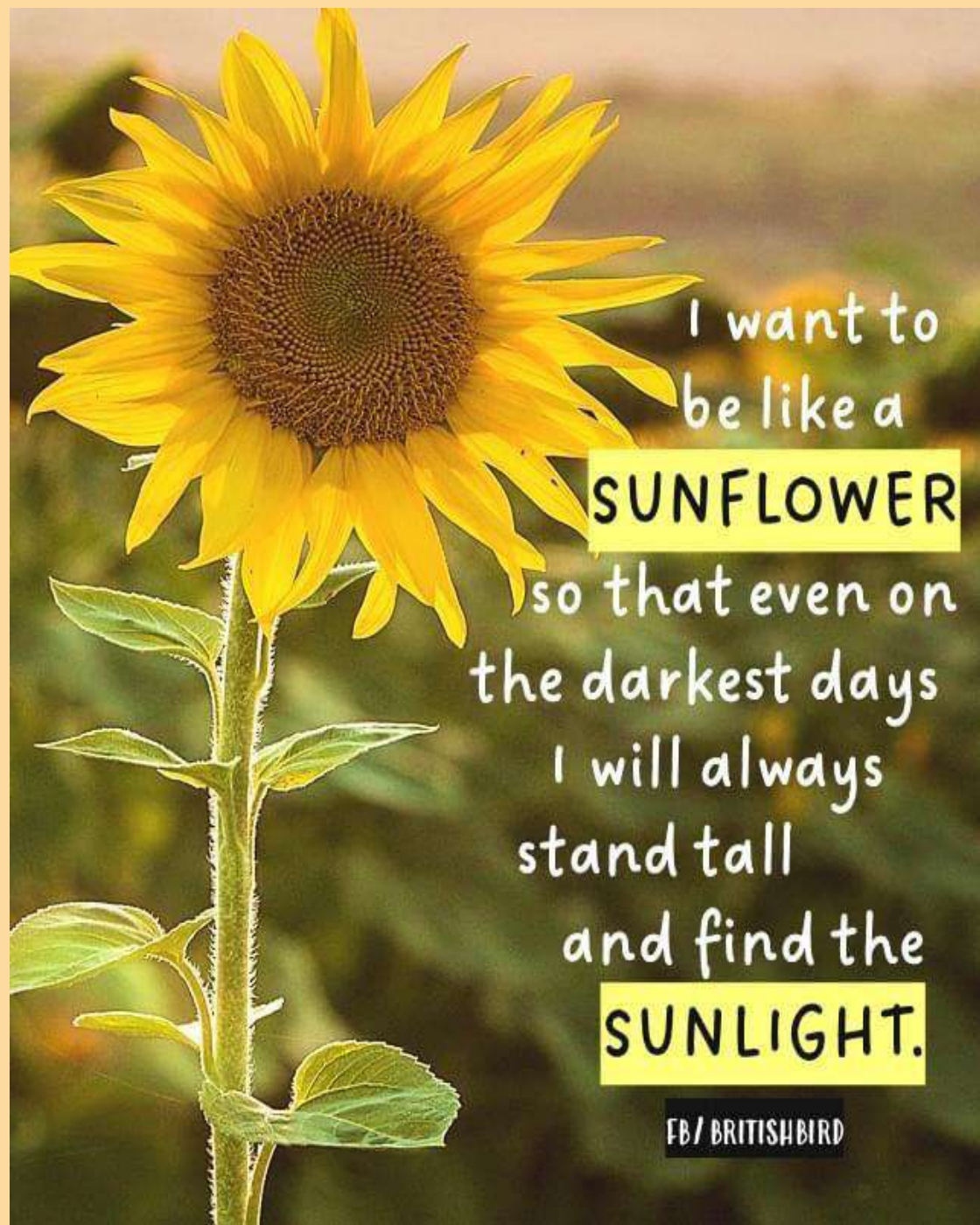
From “I Can’t” to “I Can”

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 though 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.

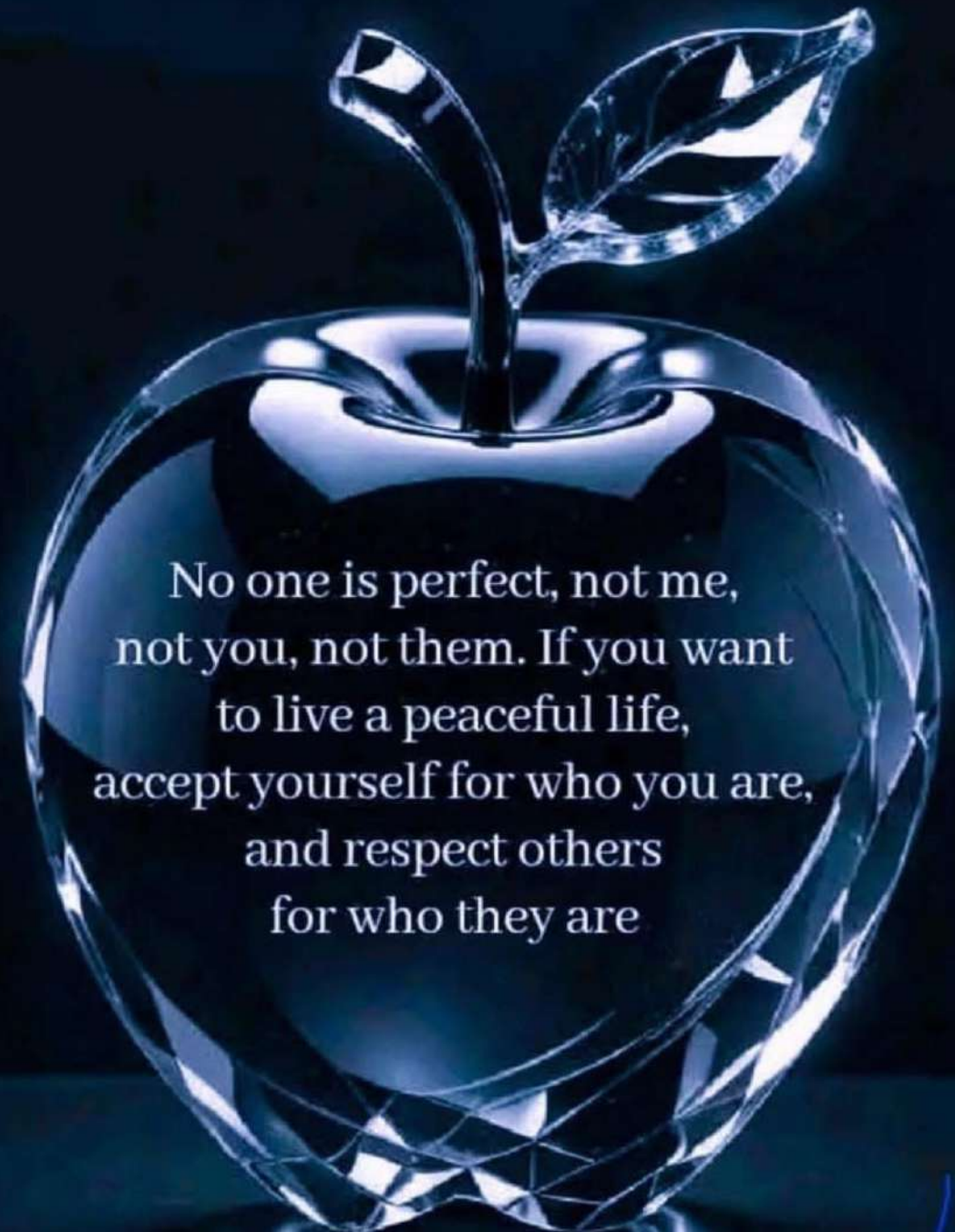
I respect my friends for who they are and want to learn from them and with them.

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.





Get Green & Love Earth



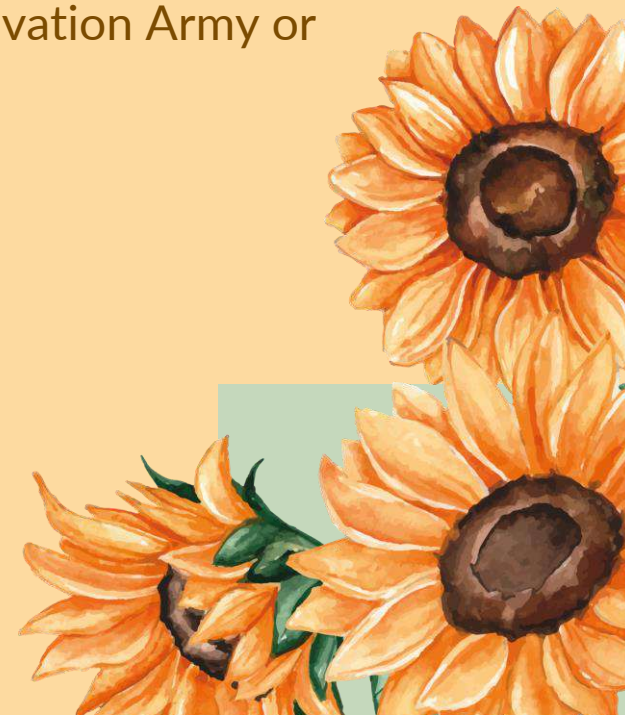
Recycle paper in class

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!



KINDNESS

THE ABILITY TO ACT
CONSIDERATE AND HUMANE TOWARDS OTHERS

TAKING
CARE
OF THE
ENVIRONMENT

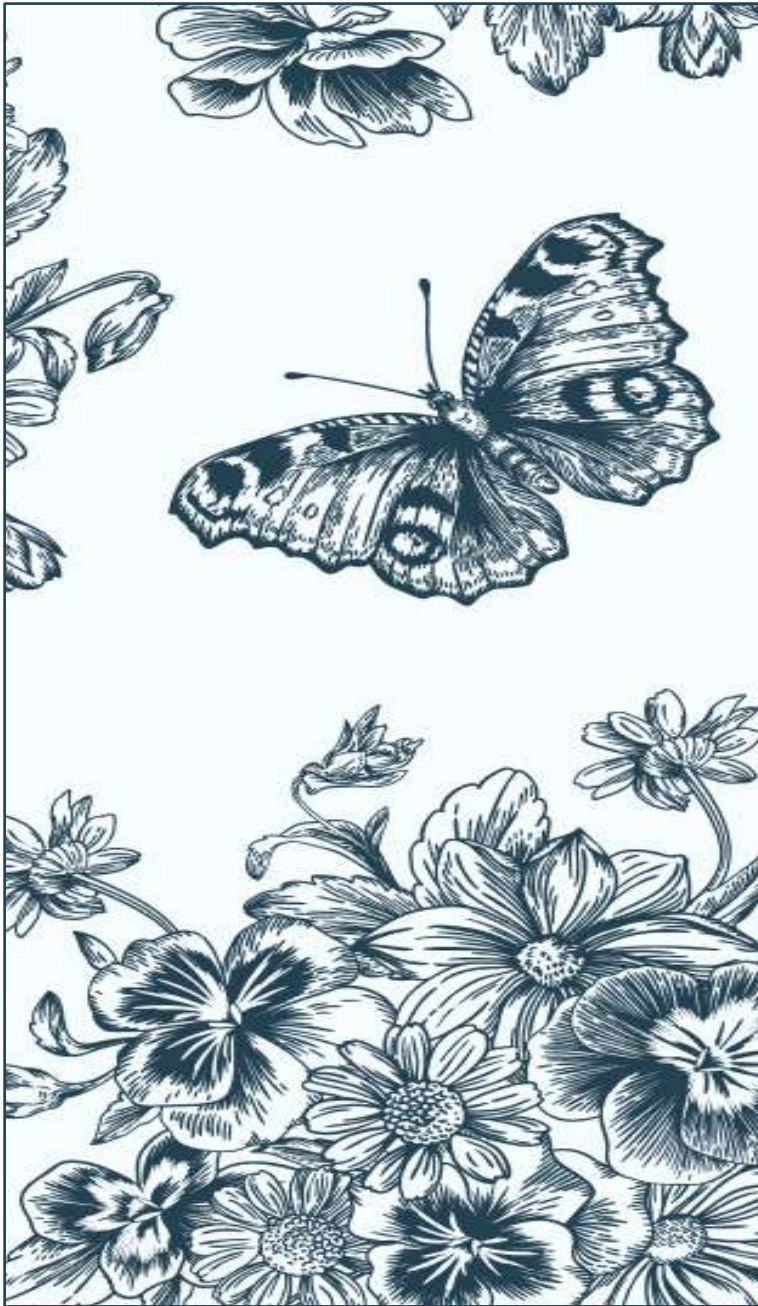


SHOWING CONCERN FOR HOW
OTHERS FEEL



STANDING UP FOR
SOMEONE WHO IS
MISTREATED





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!



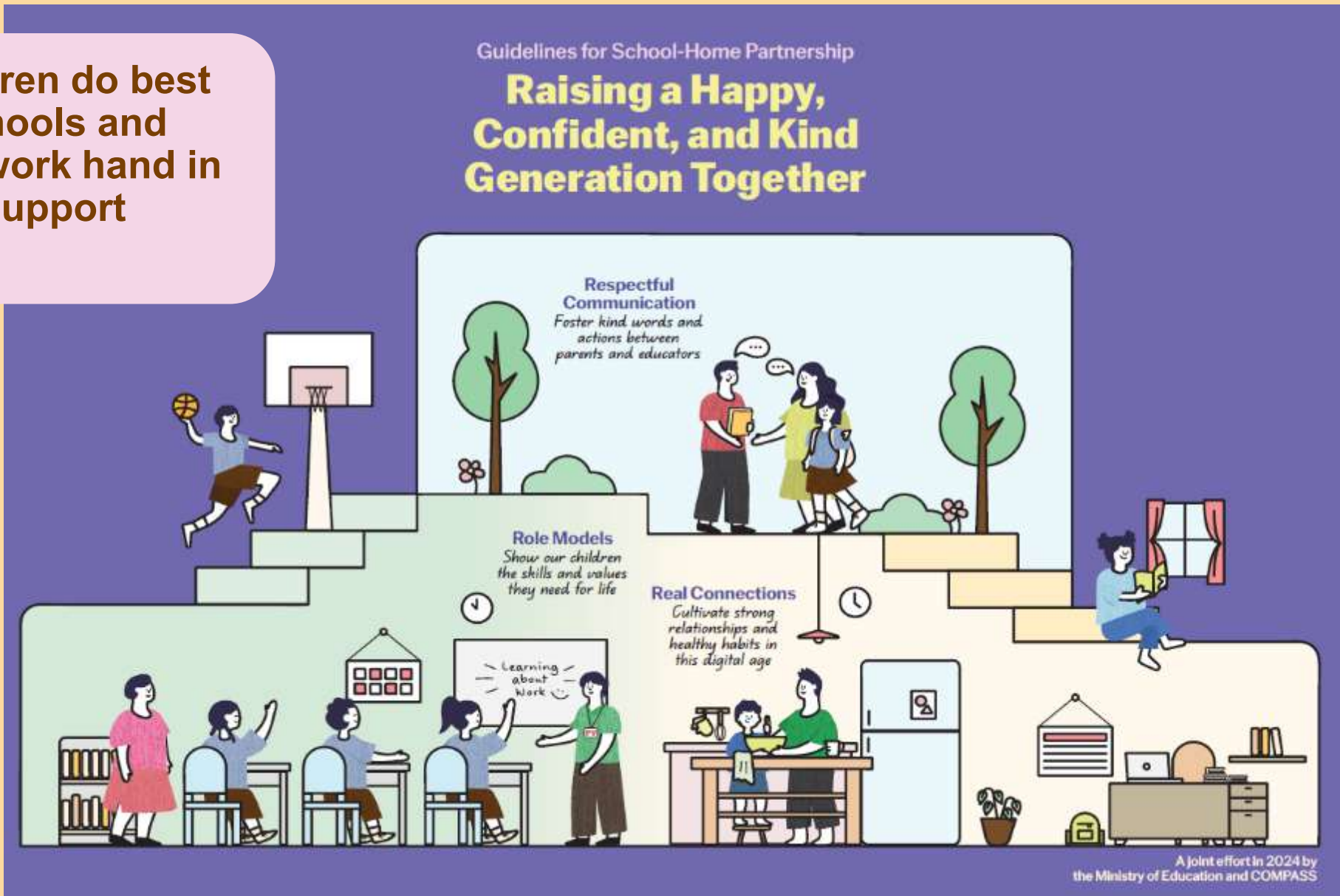


Our Partnership



School-Home Partnership

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



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 use



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

Build strong bonds through shared experiences and meaningful conversations



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.

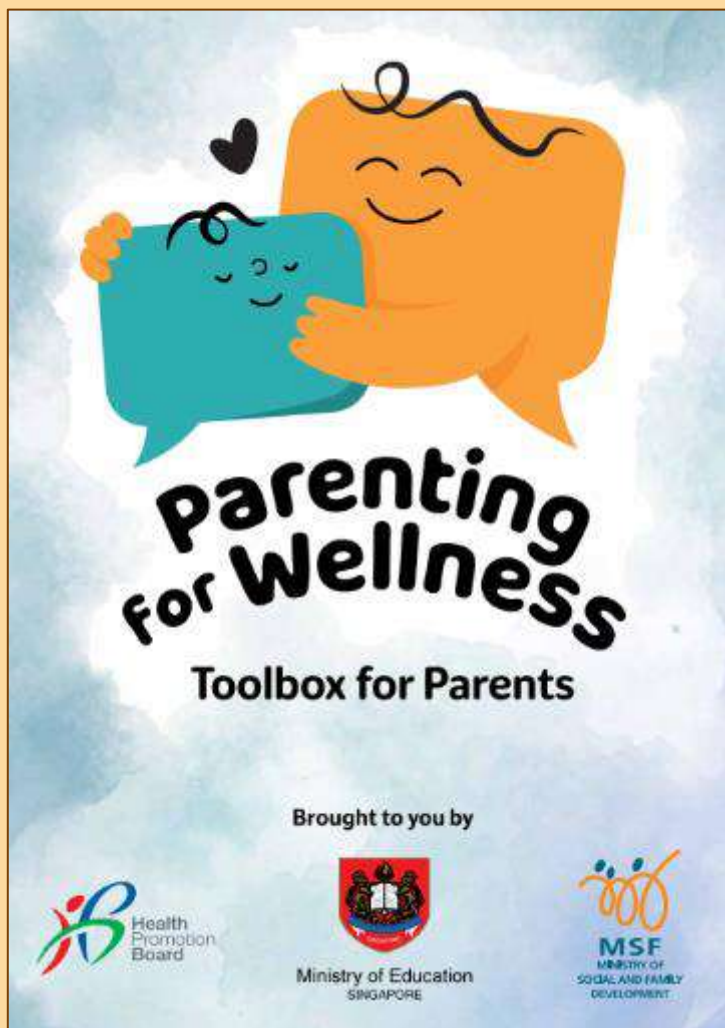
RGPS PVG – Raffles Girls'
Primary School Parent
Volunteer Group
<https://rgpspvg.org>

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.

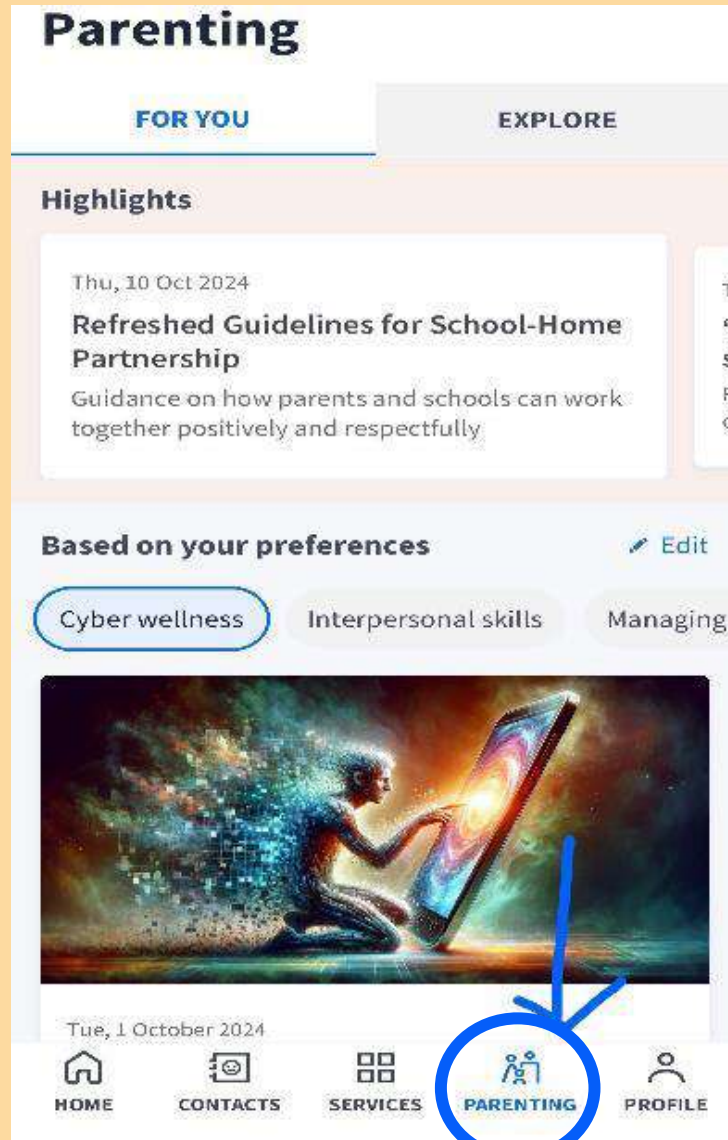
The Toolbox for Parents **comprises bite-sized practical tips and strategies for parents**, such as ways to create a safe and nurturing home environment, build resilience in children, and stay safe online.



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.facebook.com/moesingapore



www.instagram.com/moesingapore



www.youtube.com/moespore

Sg60 & Beyond

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



Traffic Reminders

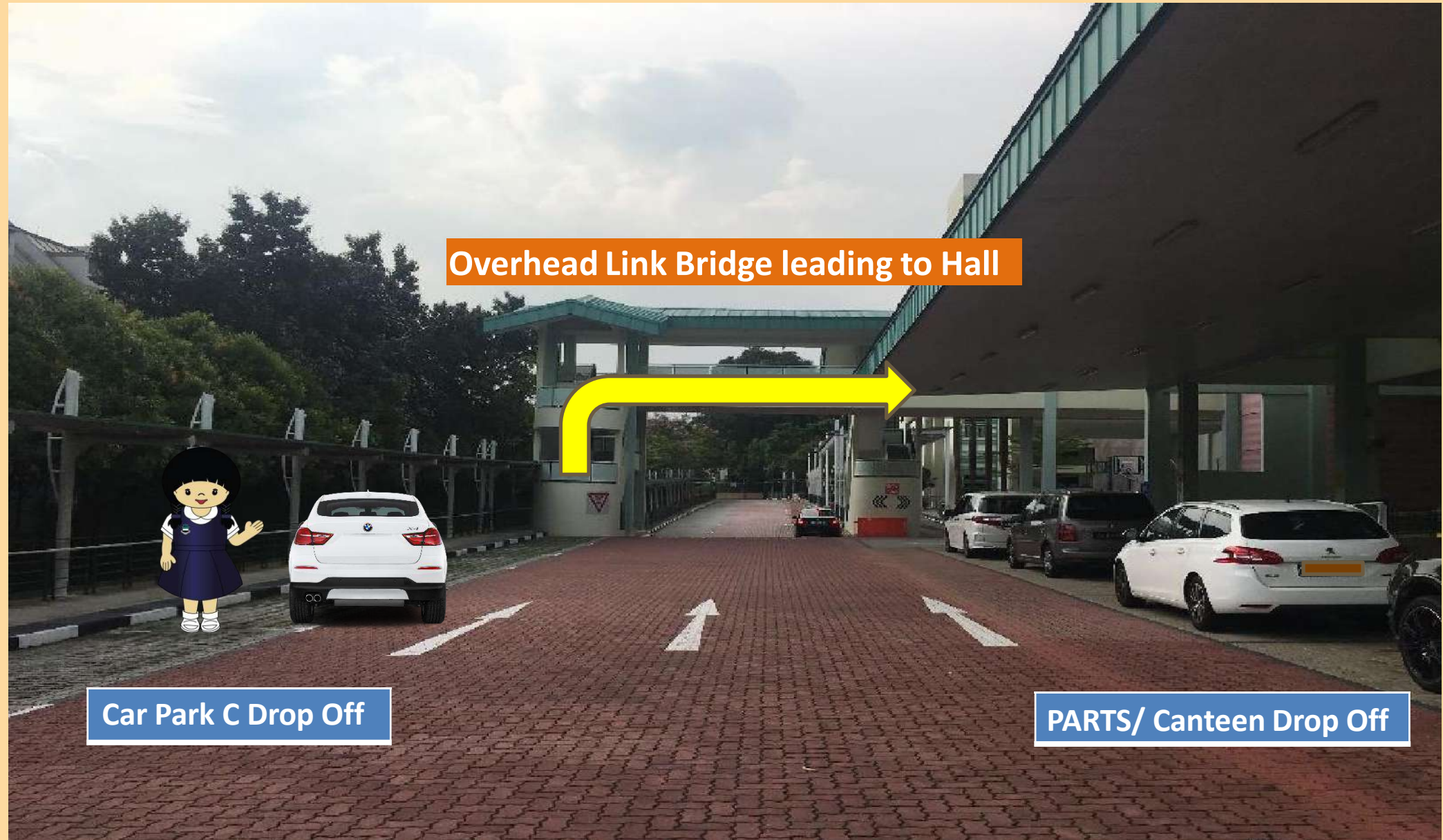
PG Notification 30 Dec 2025

RGPS-LTA and PUB Traffic Advisory

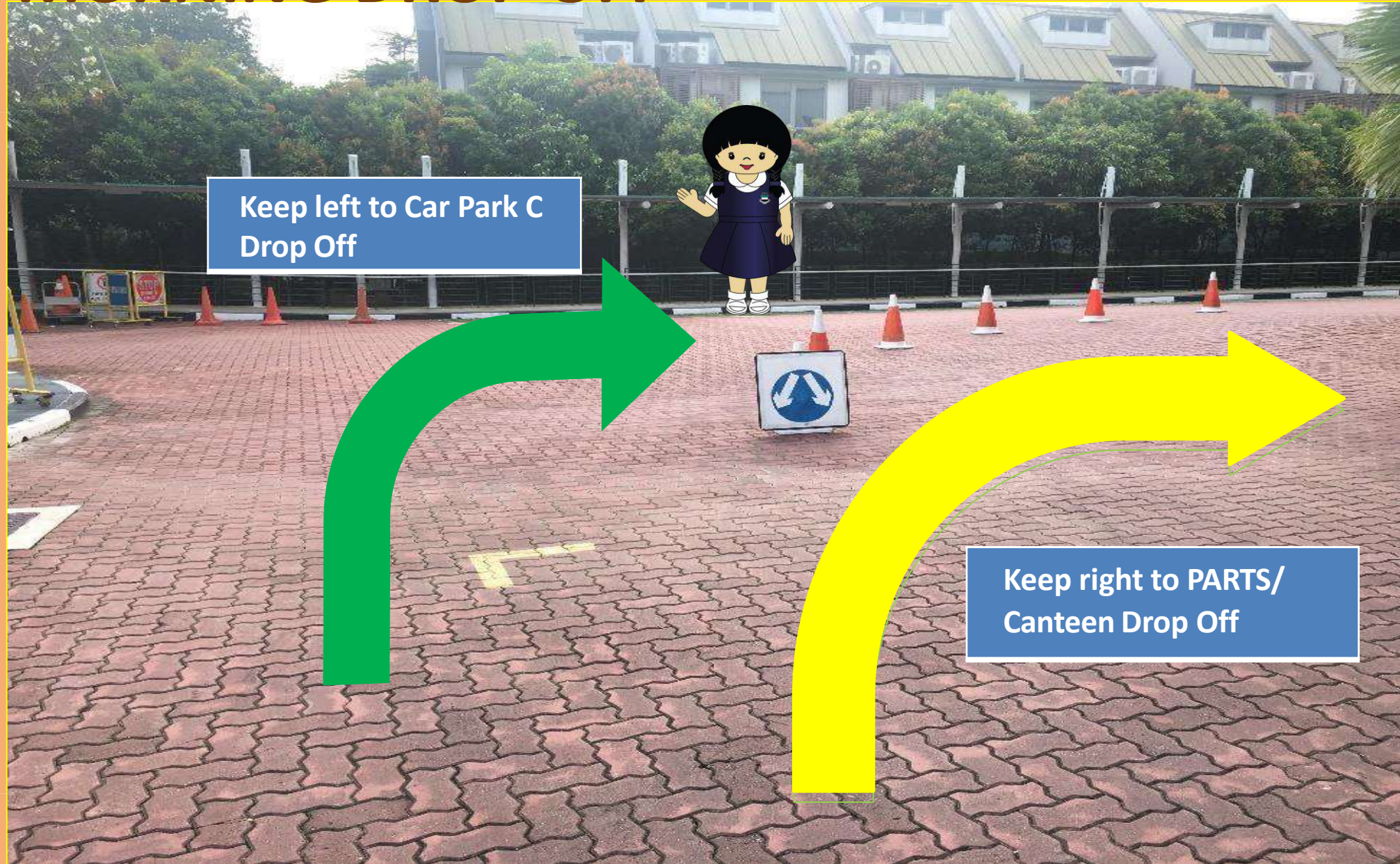
**PARKING REGULATIONS ALONG DUNEARN ROAD & HILLCREST ROAD OF
RAFFLES GIRLS' PRIMARY SCHOOL**



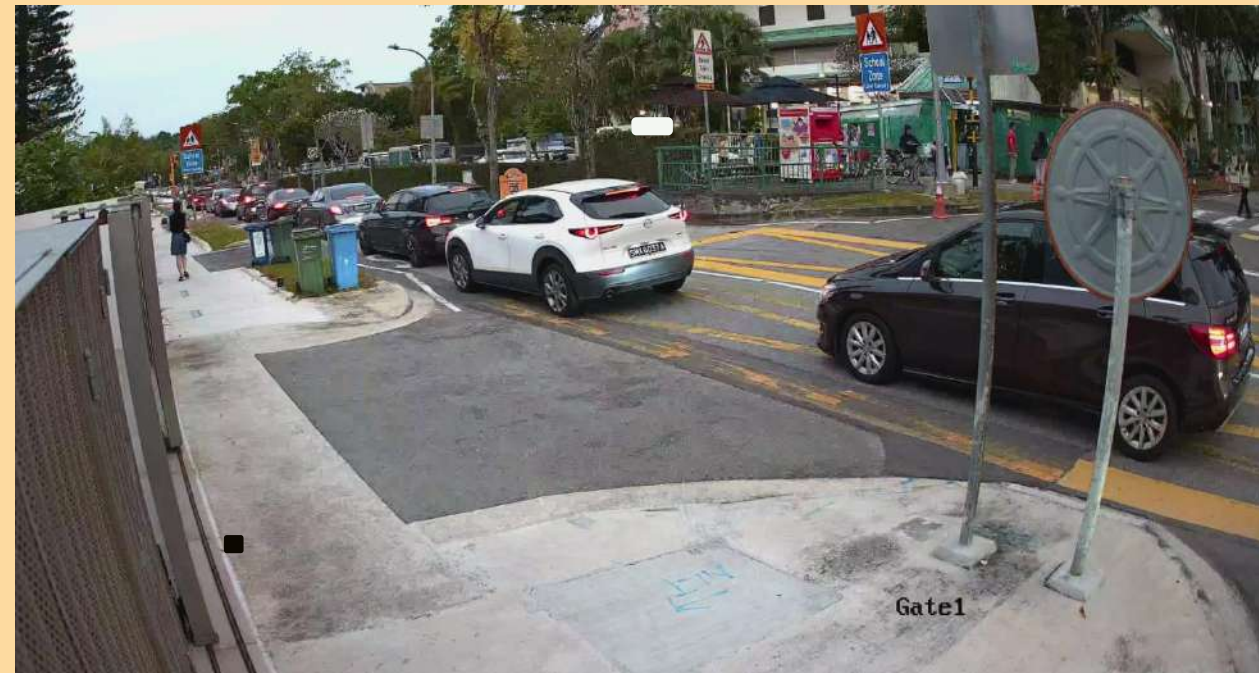
ALIGHTING POINTS



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

- ❑ Mental Health and Well-being
- ❑ Level Programmes & Activities
- ❑ School-Home Partnership



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.

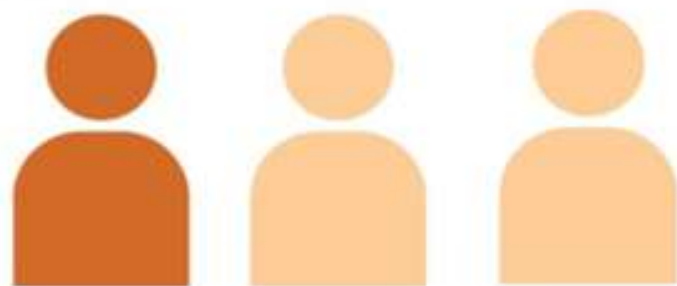


Did you know?



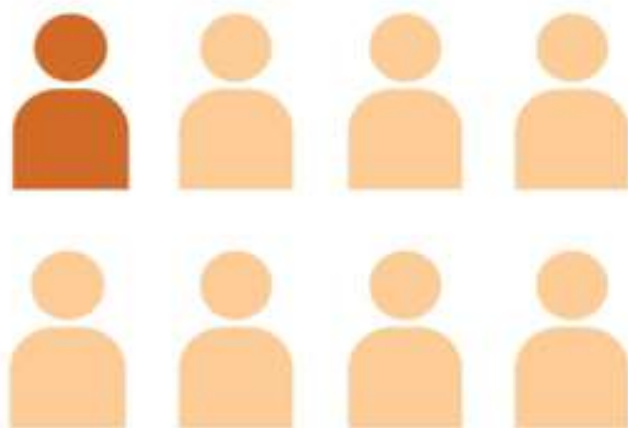
Singapore Youth Epidemiology and Resilience Study (2023)*

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

Getting Ready for Primary Two

Helping your child make the smooth transition
from P1 to P2.



Transition from Pri 1 to Pri 2



Independence

Academics

Pri 1



Pri 2

New teachers



Supporting your child

What your child may be experiencing

- Having to **adapt to new environment** and longer days
- Needing to adjust to **new friendships**
- Managing **new routines** and responsibilities
- Navigating **increased structure**

How you can support your child

- Find time for **regular conversations**. Encourage your children to share their thoughts and feelings openly. Let them know that you will listen with an open mind too.
- Discuss **ways to manage different encounters** that may come their way, especially the ones they may feel worried or anxious about.
- **Build their confidence** (e.g. celebrating effort and small improvements, share stories of your own school challenges, etc.)



Scan this QR code to read a Schoolbag article on preparing your child for primary school.



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?



Happy Excited Confident
Lonely Sad Confused
Hopeful Thankful Angry

TIME TO SHARE!

Interaction 3

CHECK IN

SHARE

Interaction 3



Getting to know our subjects and teachers

Interac

School timetable

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

Programme for Active Learning



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



SCHOOL-HOME PARTNERSHIP



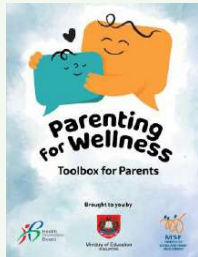
The Crucial Role of Parents

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:



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.



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

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



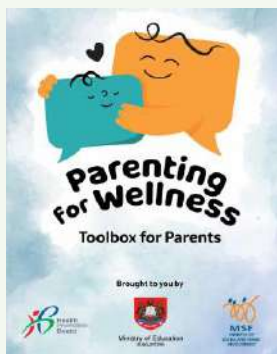
Reassure them

Source: Parenting For Wellness Toolkit



Providing a safe space for conversations

Tips taken from Parenting For Wellness Toolkit (p.11)



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?

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**.

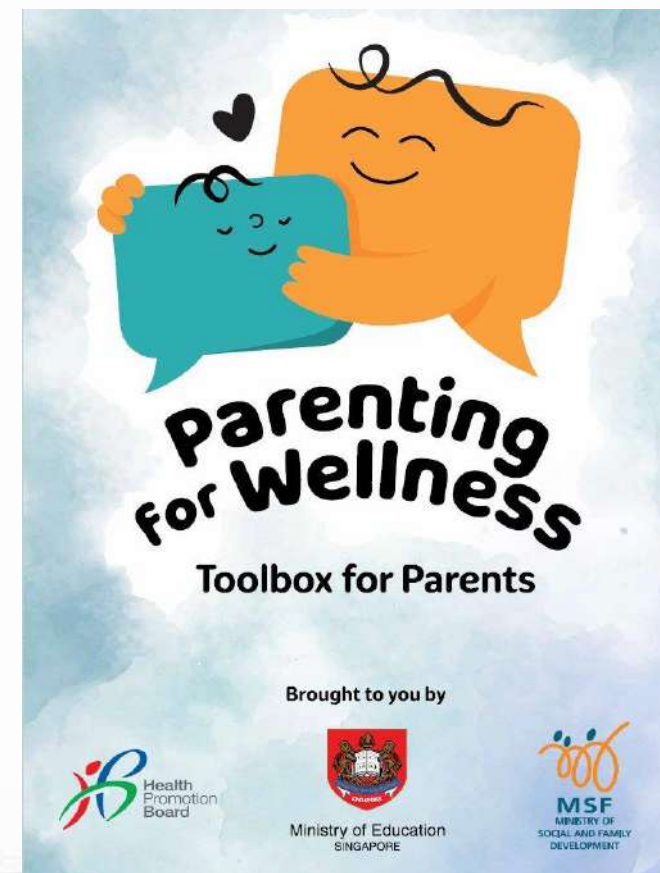


<https://go.gov.sg/pfw-toolbox-for-parents>



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

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.



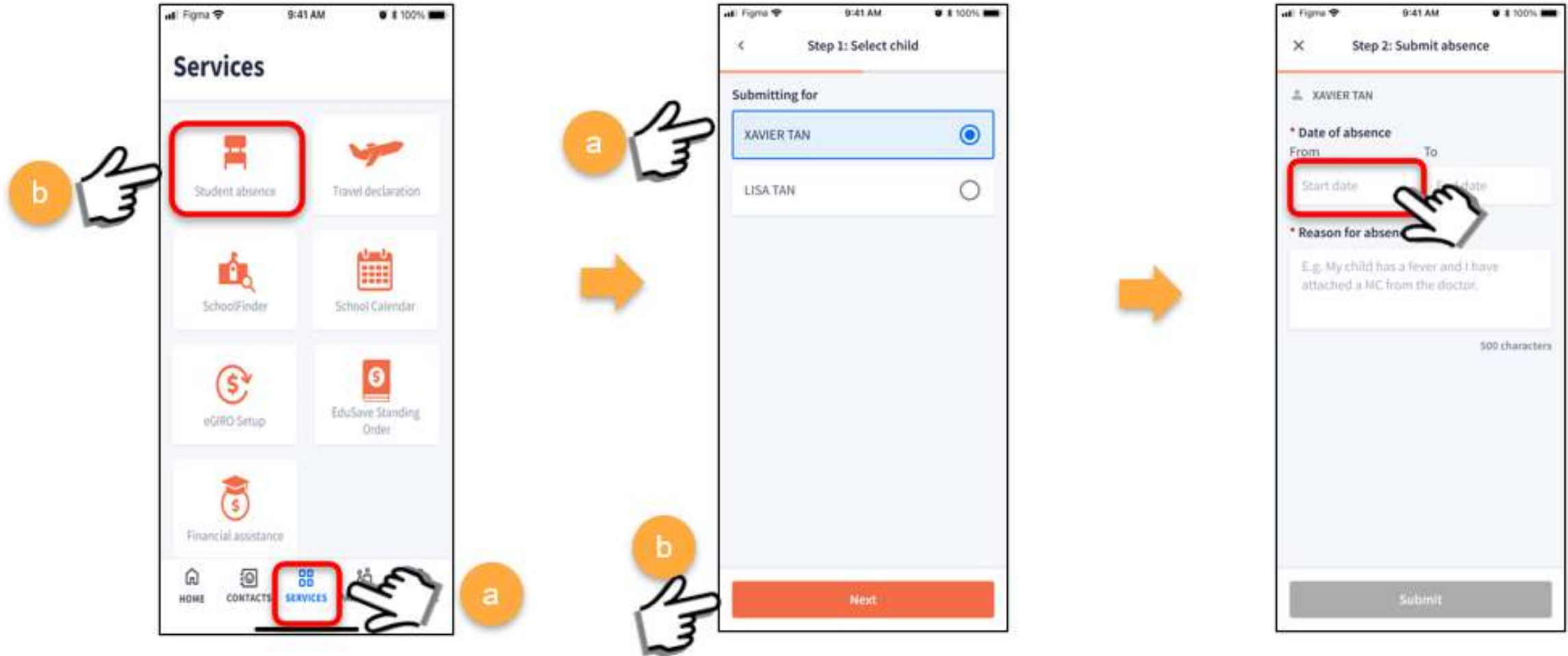
Parents Gateway

- 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.

Monitor the use of online devices : Set up screen time limits



Share your concerns with your child and reach a common understanding on:

- the **time they should turn off** their laptops/phones
- when **device usage should be paused**, such as during mealtimes and family activities
- when and how often they should **take breaks from the screen**, or get up to move about
- **what they can do online**, such as seeking out online entertainment and learning, accessing news, staying connected with peers
- **what they should avoid**, such as chatting with strangers, sharing personal details (home address, phone number), excessive sharing of pictures/videos of themselves



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

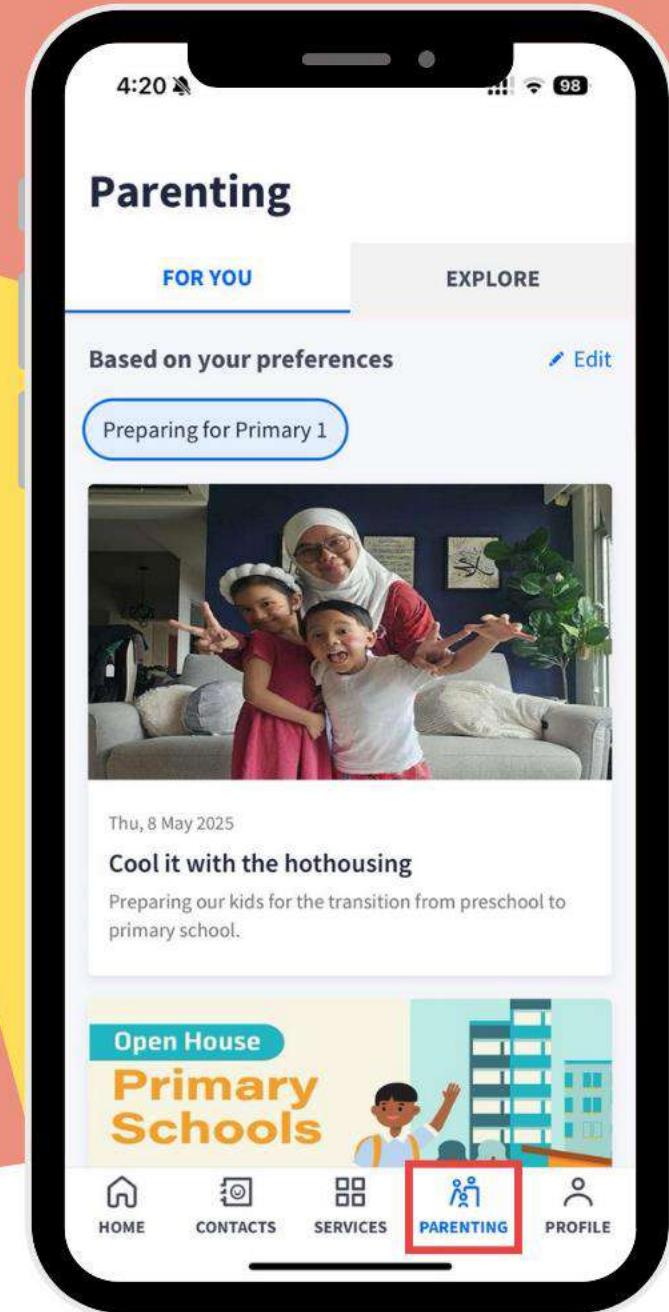




Parenting Resources on Parents Gateway (PG)



Discover rich and customisable parenting resources on topics such as preparing for Primary 1, forging parent-child relationships and education pathways.





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.



THANK
you

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





RGPS CCE Curriculum 2026



Primary 2



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 2

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

Managing Thoughts, Feelings & Behaviour

- Understanding and managing emotions

Strengthening Sense of Self & Purpose

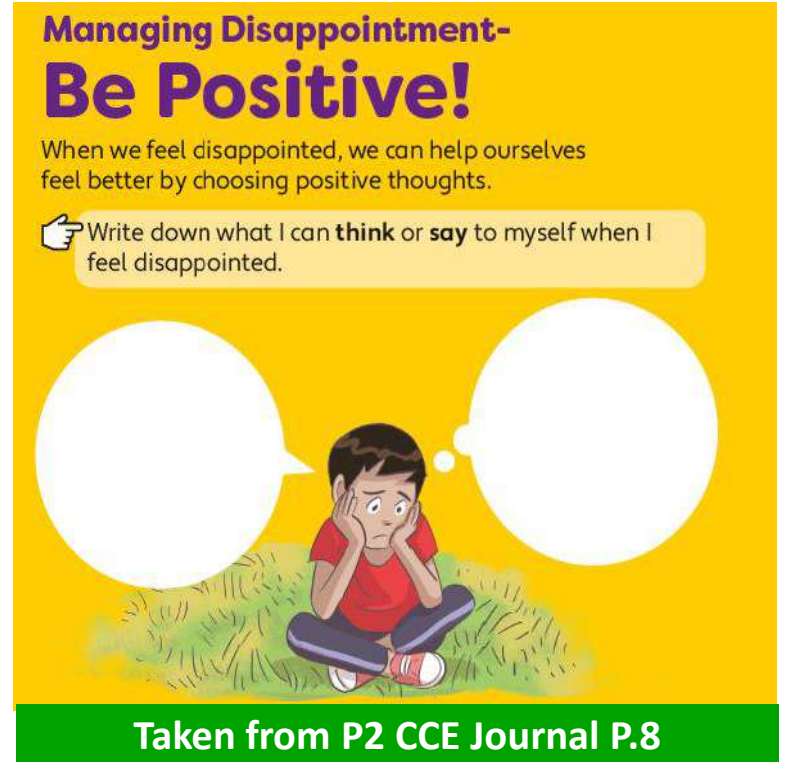
- Identifying and strengthening personal character traits
- Building confidence and self-awareness

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.

Key Programmes



P2 Care in Action

(VIA)

- Caring for My Friends
- 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 friends.
- 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: _____ _____		

- 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

