

WELCOME TO P5 PARENT-TEACHER MEETING

The slides for today's presentations will be available on 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 P5 PARENT-TEACHER MEETING

Mdm Wong
(Primary 5 & 6 Year Head)



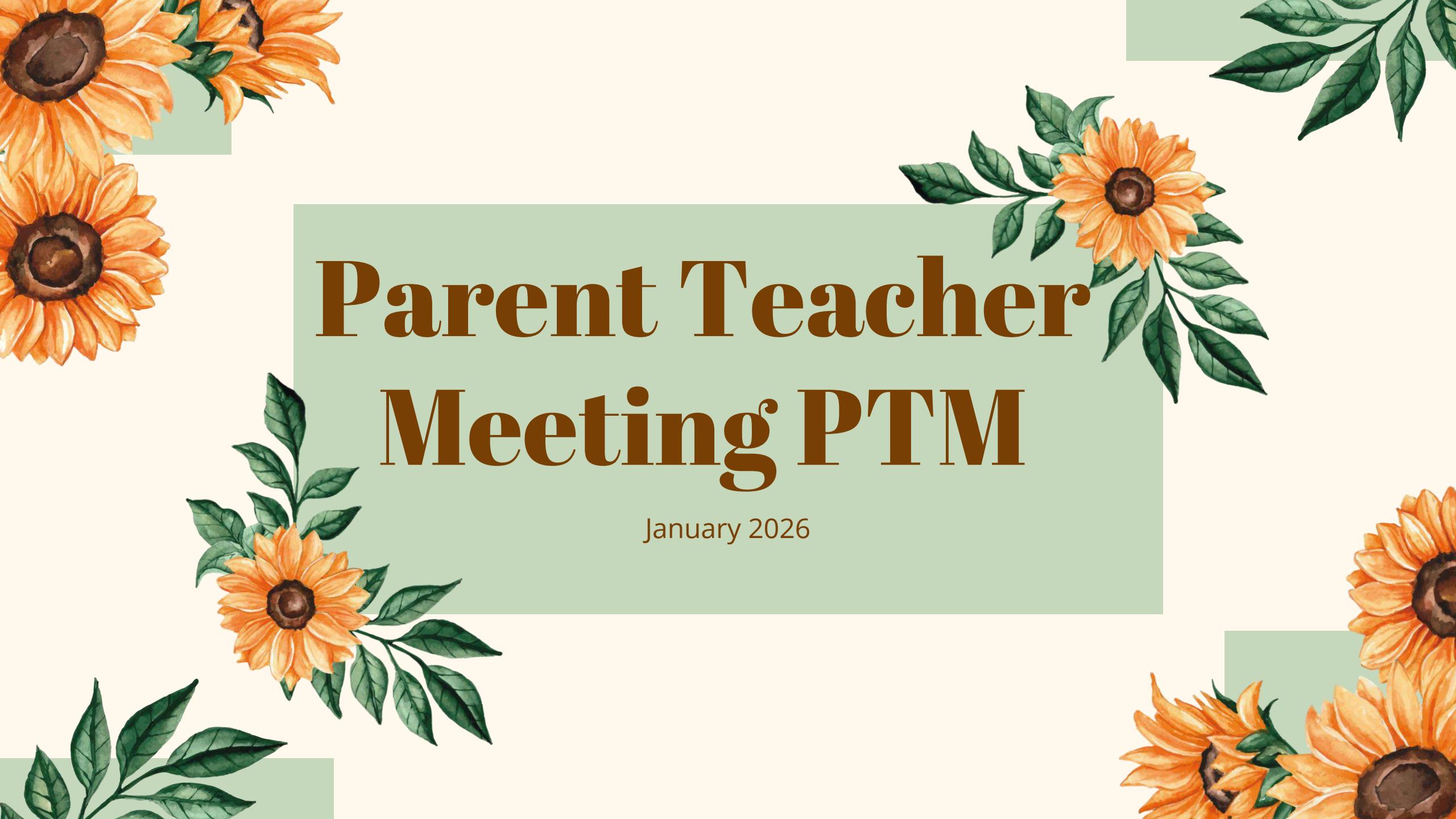
WELCOME TO P5 PARENT-TEACHER MEETING

Time	Programme
2.30pm to 3.20pm	<ul style="list-style-type: none">• Vice-Principal's Address• Briefing on Level Matters• Briefing on Character and Citizenship Education
3.30pm to 3.50pm	<ul style="list-style-type: none">• Meeting with Form Teachers (via Teams)
4.00pm to 4.45pm	<ul style="list-style-type: none">• Briefing on Gifted Education (Briefing is conducted separately via Teams)



Vice-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



School Vision

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

School Values

Graciousness
Gratitude
Integrity
Responsibility
Resilience

Refer to Pg 9 of Handbook



4G 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



A Holistic Approach to Support Student Wellbeing

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

Top 2 counselling issues in RGPS:

- Stress/anxiety
- Peer relationship

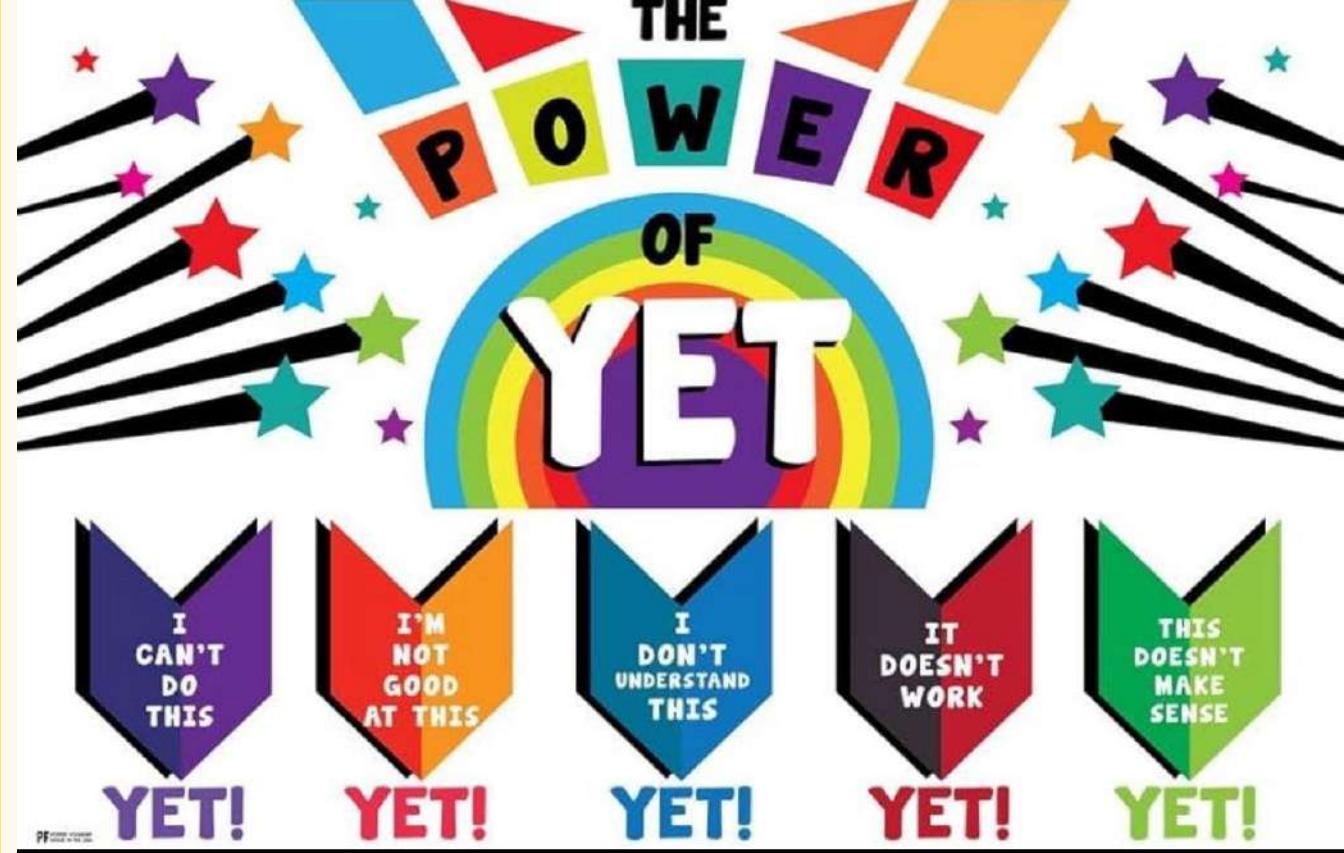
Sources of Stress and Peer Relationship Challenges in RGPS

- Expectations from Self
- Expectations from Others
- Academic Results
- Distorted Perspectives or Beliefs
- Communication/Social Skills Issues
- Anger Management Issues/Impulsivity

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”

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

Important Information To Support Your Child

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





Our Partnership

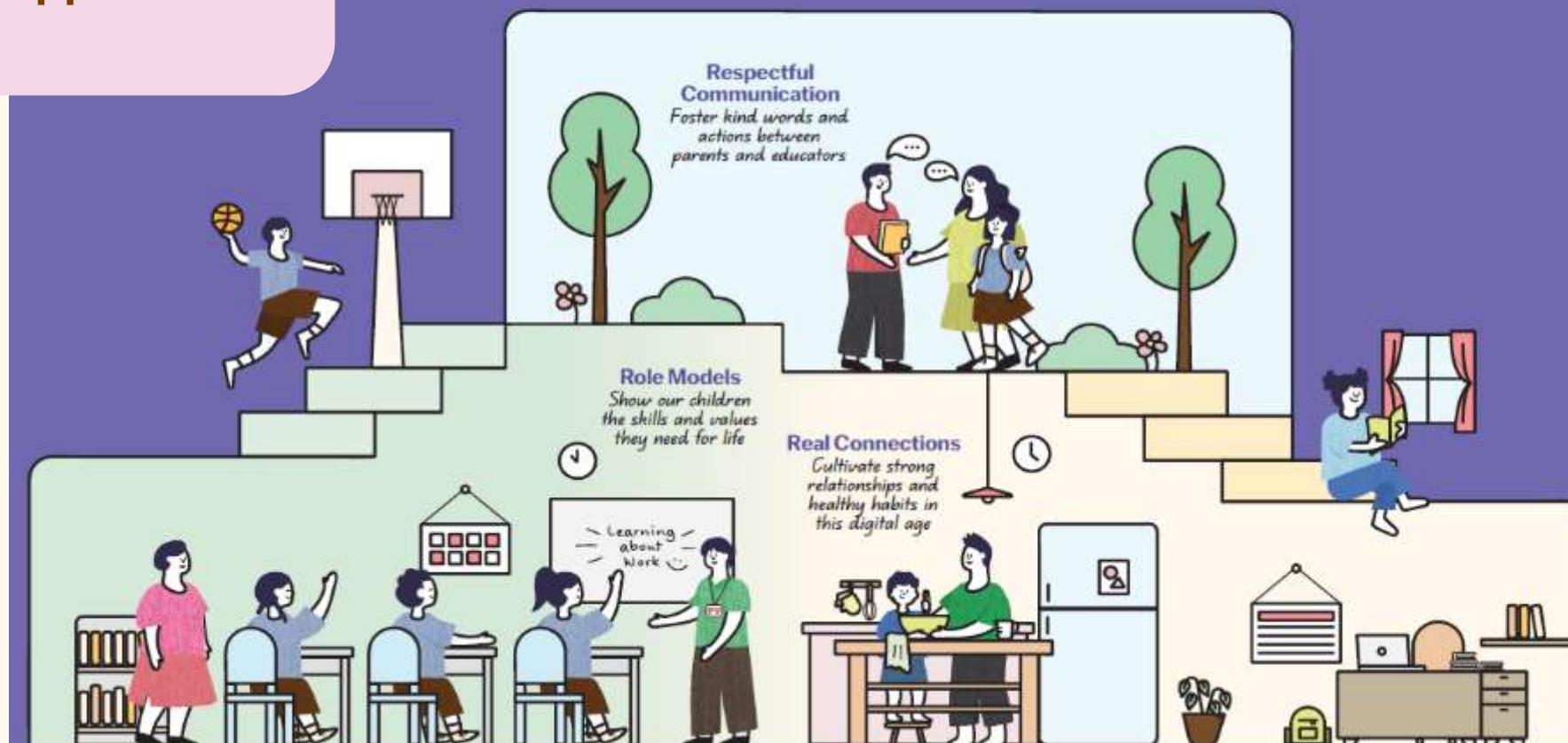


School-Home Partnership

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

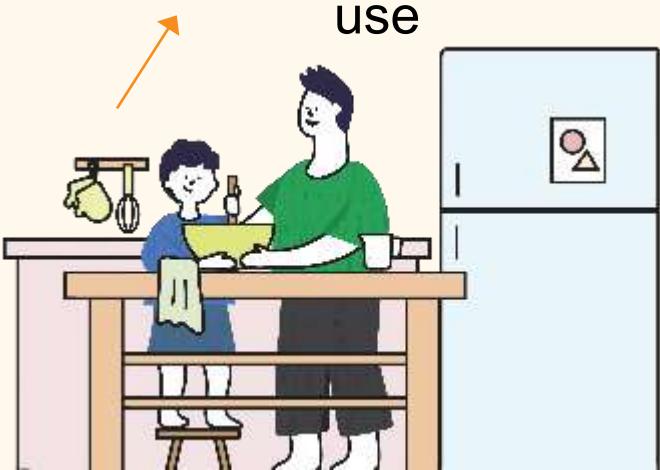


Check out this video on MOE YouTube for tips on how parents can support the social-emotional learning of their children.

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
Page 20
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. attending school, preschool).
- 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 that they can talk to you if they feel pressured to act in ways that they are uncomfortable with.
- Listen to your child's problems and ask probing questions to help them find ways to resolve their friendships.

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Navigating the Digital Age
Page 34
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 express their thoughts and feelings. Notice that your child is engaging in negative behaviours (e.g. negative, unkind messages), correct them and help them to understand why their actions are wrong.
- When your child is responding to another person online, encourage them to exercise empathy and ask themselves if they would like to share their thoughts and feelings about these comments with you or a trusted adult.
- Posts with negative comments may upset your child, even if they are not directed towards them. Encourage your child to consider the issue from another perspective by practising S.U.R.E. (Source, Understand, Research, and Evaluate).

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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.

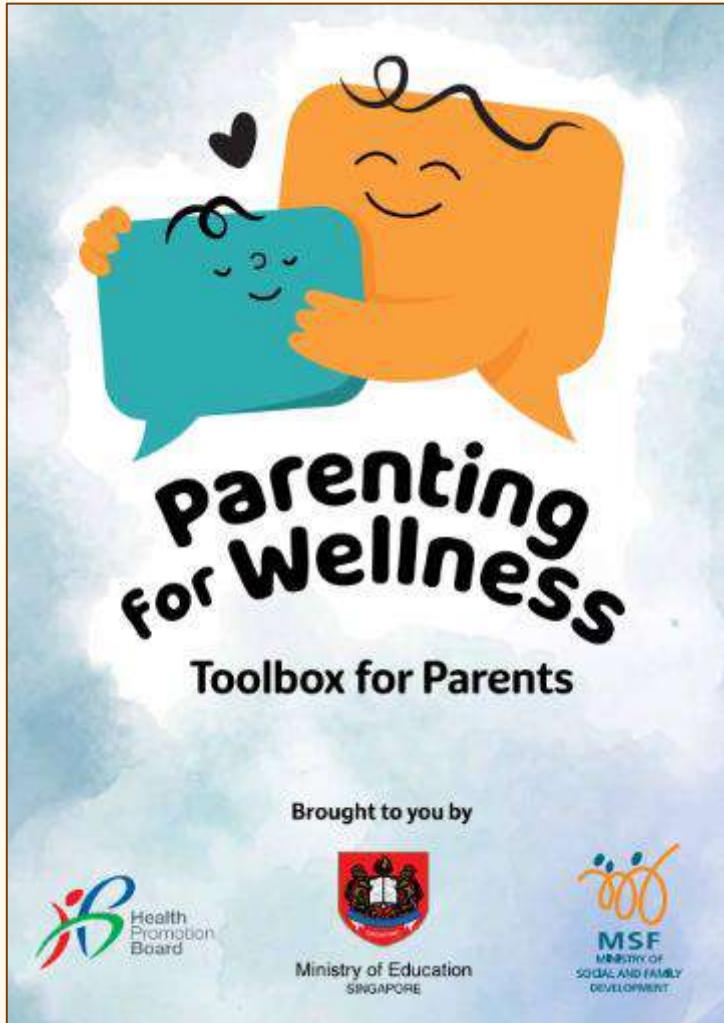
RGPS PVG – Raffles Girls'
Primary School Parent
Volunteer Group
<https://rgpspvg.org>

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.

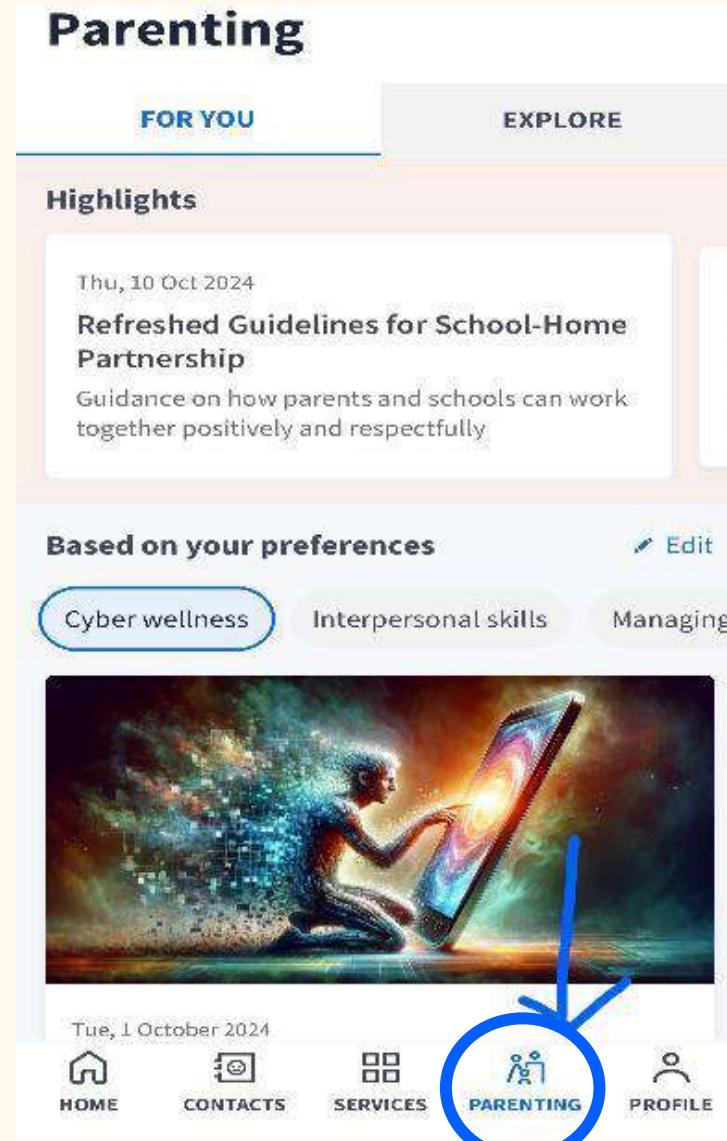
The Toolbox for Parents **comprises bite-sized practical tips and strategies for parents**, such as ways to create a safe and nurturing home environment, build resilience in children, and stay safe online.



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.



The screenshot shows the Parents Gateway (PG) homepage. At the top, there are two tabs: 'FOR YOU' (highlighted in blue) and 'EXPLORE'. Below this is a 'Highlights' section featuring a news item from 'Thu, 10 Oct 2024' about 'Refreshed Guidelines for School-Home Partnership'. The next section, 'Based on your preferences', includes a 'Cyber wellness' button (which is highlighted with a blue oval and a blue arrow pointing to it), 'Interpersonal skills', and 'Managing'. Below this is a large image of a person interacting with a laptop screen. At the bottom, there are five navigation icons: 'HOME', 'CONTACTS', 'SERVICES', 'PARENTING' (which is highlighted with a blue circle), and 'PROFILE'.



The screenshot shows the 'Education Stages' section of the Parents Gateway (PG). The 'Preparing for Primary 1' tab is selected. It displays a message stating '13 resources available'. Below this are two resource cards: one for 'HOW TO PICK & PACK SCHOOLBAG' and another for 'P1 cheat sheet: How to pick and pack your schoolbag'. At the bottom is a 'PARENT KIT' card for 'Starting Your Primary 1 Journey'.



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

27

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

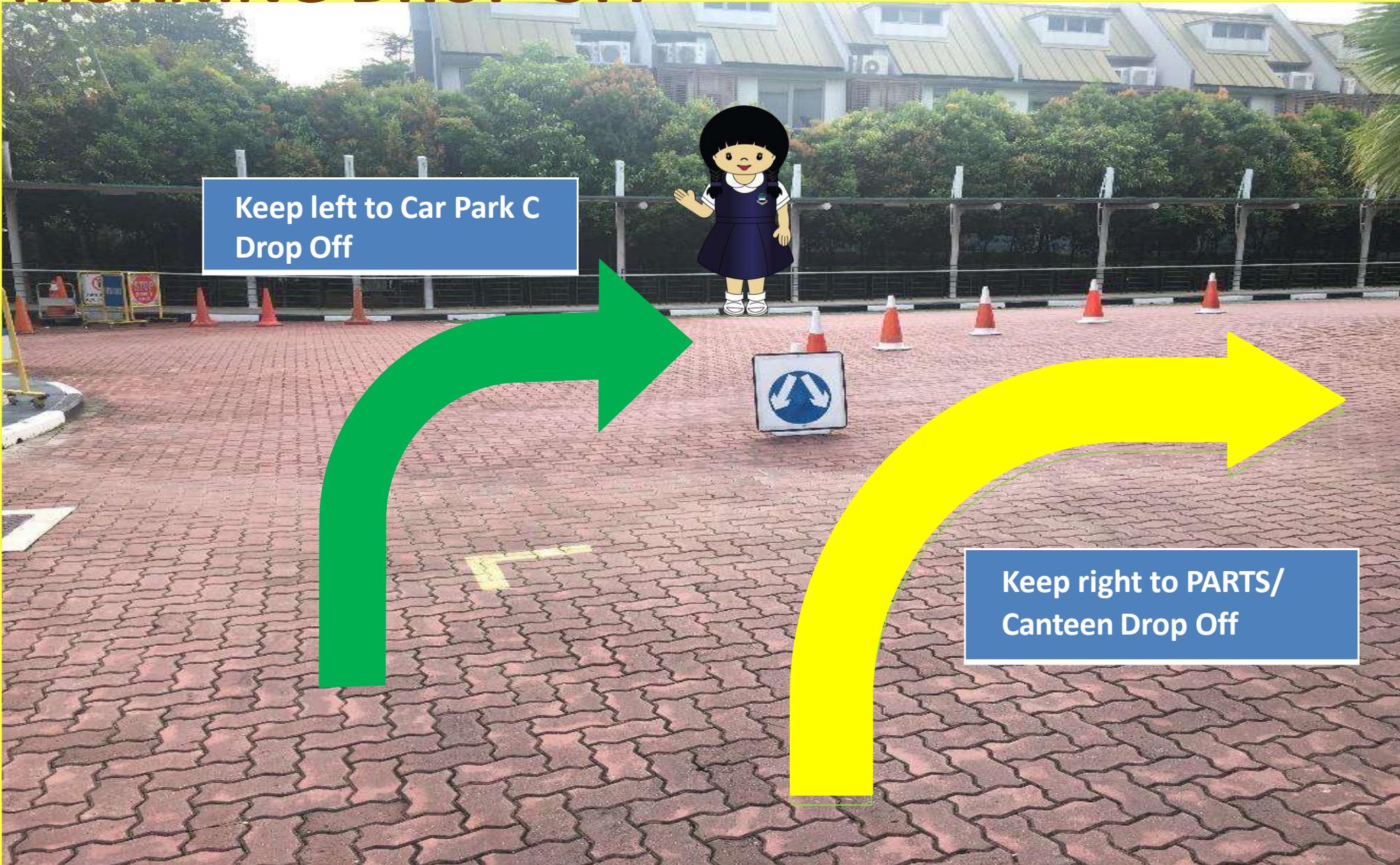
**PARKING REGULATIONS ALONG DUNEARN ROAD & HILLCREST ROAD OF
RAFFLES GIRLS' PRIMARY SCHOOL**



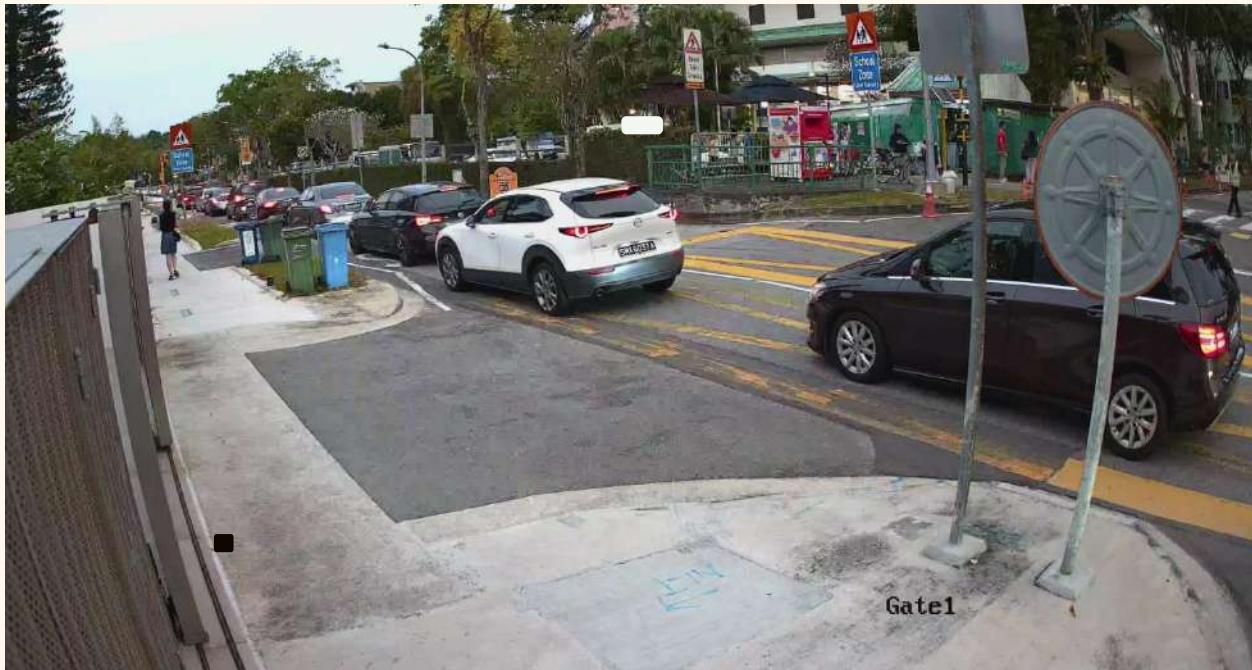
ALIGHTING POINTS



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!**

BRIEFING BY YEAR HEAD (MDM WONG)

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



Check-in Activity

What comes to mind when you hear the term 'mental health'?

Why do you think mental health is important?



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.





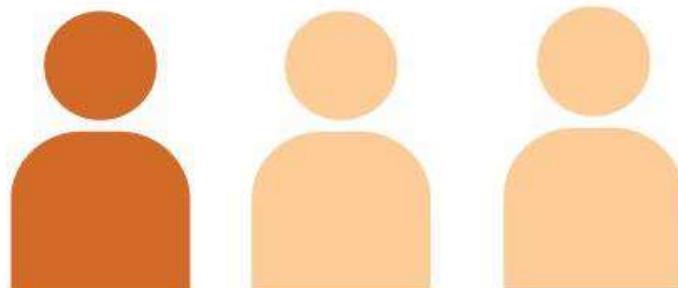
Why Should We Be Concerned About Our Children's Mental Health? What does data tell us?

Did you know?



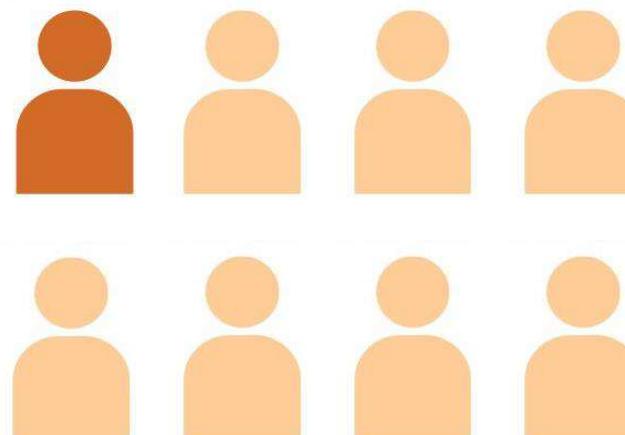
Singapore Youth Epidemiology and Resilience Study (2023)*

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**.

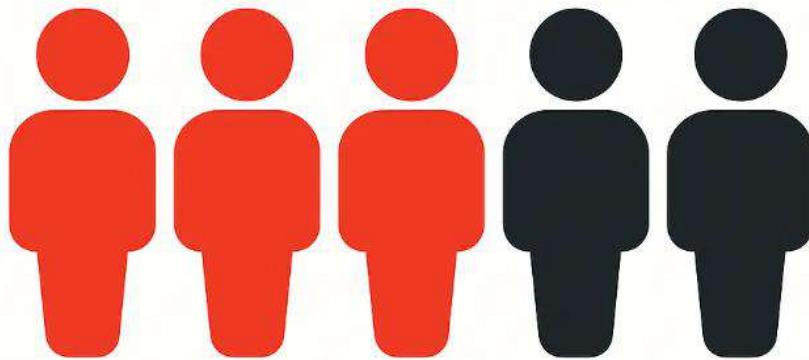
Among the children who called or chatted with Tinkle Friend in 2020, almost half were upper primary school pupils aged 10 to 12.

Source: The Straits Times, 2024

Did you know?

About **3 in 5** of our Primary 5 & 6 students indicated the following in the Termly Check-in Survey:

“I feel stressed about my studies because my parents will be disappointed if I don’t do well.”



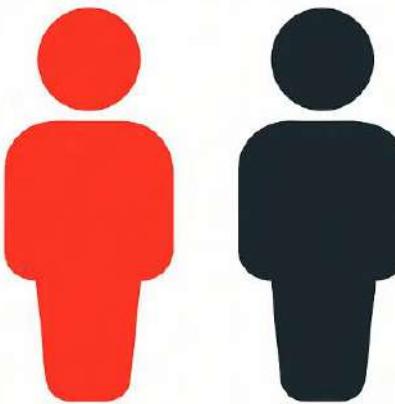
3 in 5 worry about disappointing
their parents



Did you know?

1 in 2 of our Primary 5 & 6 students indicated the following in the Termly Check-in Survey:

“I feel stressed about my studies because I expect myself to do very well.”



1 in 2 have high self-expectations for their academic results

Transition into Upper Primary

- **Fatigue** from balancing a more demanding upper primary curriculum with heavier CCA and other commitments
- **Stress and anxiety** from the preparation needed for Weighted Assessments (WA) and the End-of-Year Examination (EYE)
- **Worry** about failing or not meeting expectations set by themselves or by others (e.g. peers, parents, teachers)
- **Disappointment** when results fall short of hopes as well as the time and effort invested



Tips on how you can support your child

- Remind your child that assessments are important ways to **understand gaps in learning** and to use feedback from these assessments to improve.
- Emphasise that these assessments **do not define a child's worth** or future.
- **Recognise and affirm** your child's effort rather than just the outcomes. Celebrate small improvements.
- Support your child in viewing **setbacks as learning opportunities**, while **acknowledging feelings** of frustration or sadness as part of the process. This will help promote a **growth mindset** – the belief that their abilities can be developed through dedication, effort, and learning from challenges.



Tips on how you can support your child

- **Manage your own expectations and stress** as these can place additional pressure on your child. Reassure your child that they are loved regardless of academic performance.
- Guide your child in drawing up a **balanced schedule** with time for revision, homework, play, exercise, and rest.
- Together with the child, **agree on realistic and specific goals** so that revision is manageable and is something a child feels she has control over.
- Find out exactly what your child is struggling with so you can **get the right help**. This also teaches them that asking for support is normal.



From Child to Tween

Physical changes impact emotions

- Children may experience **anxiety or confusion** about their physical changes
- Hormonal shifts often lead to **mood fluctuations and increased sensitivity**
- Increased **self-esteem challenges** arising from concerns about physical appearance and social acceptance

Be a safe harbour during these stormy years

- Create safe spaces for conversations
- Keep communication channels open at all times
- Validate their feelings without dismissing them
- Be patient and understanding with their mood fluctuations and heightened sensitivity



WELL-ROUNDED CURRICULUM

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

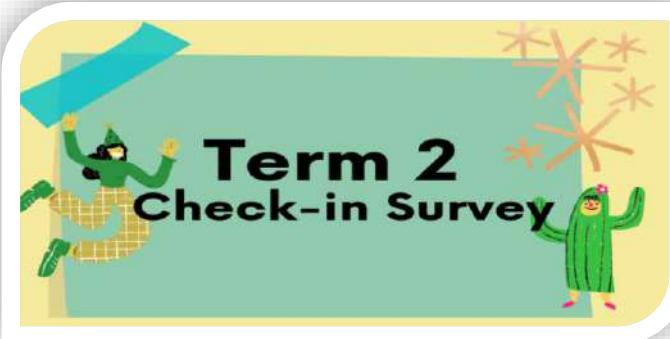


A Journey of Care: Supporting Each Child's Well-Being

- Welcome Back to School Programme (Term 1 & Term 3)
- Termly Check-in Surveys and Activities
- CCE-FTGP Lessons/CCE-MTL Lessons
- Teacher-Student Dialogue Session
- R u Ok Campaign & Corner
- Peer-to-Peer Activities
- P5 NE Show
- P5 Camp
- etc



Check-in Survey



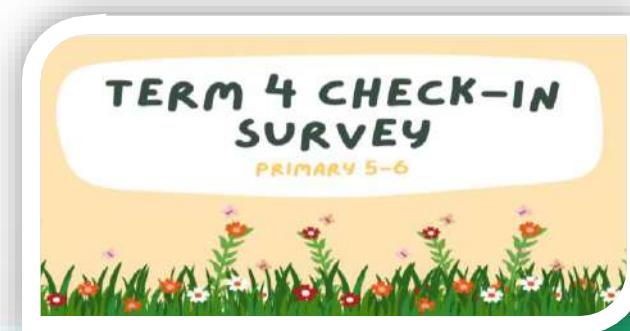
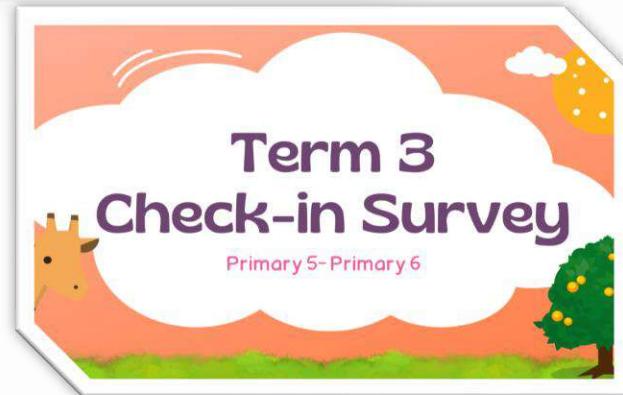
MULTIPLE RESPONSE

5.

What are you looking forward to in the new year?

[You may choose more than one option.]

- Spending time with my friends
- Spending time with my teachers
- Learning new subjects/skills
- Taking on new leadership roles
- Going for CCA/competitions
- Spending time with my family
- Changes in my family/home (for example, having new family member, moving house)
- Working towards my new goals
- Others



P5 Level Activities & Programmes

NE SHOW



P5 Level Activities & Programmes

P5 CAMP



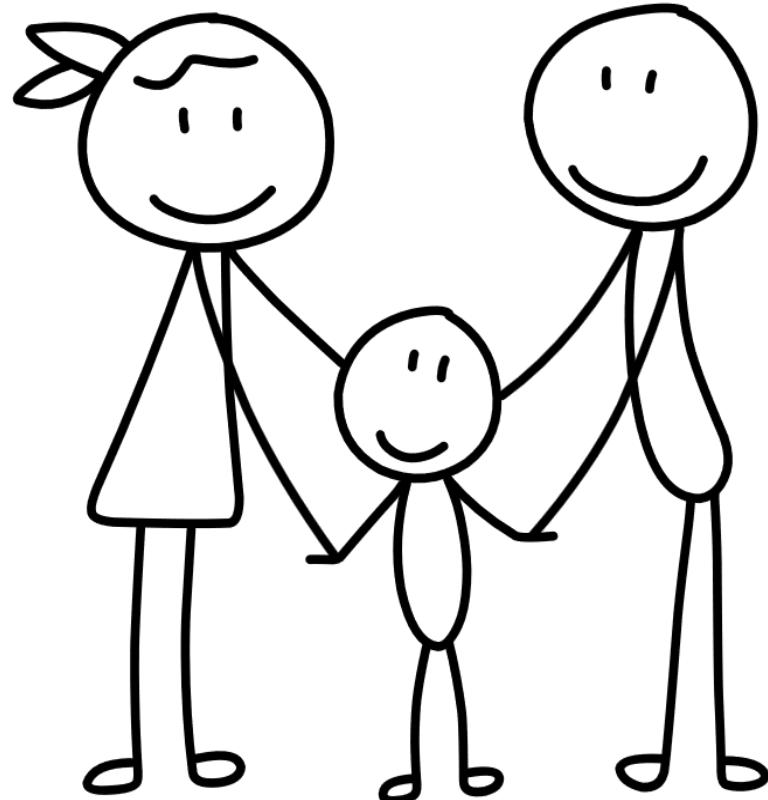
SCHOOL-HOME PARTNERSHIP:

Walking the Journey Together



Importance of Family Support

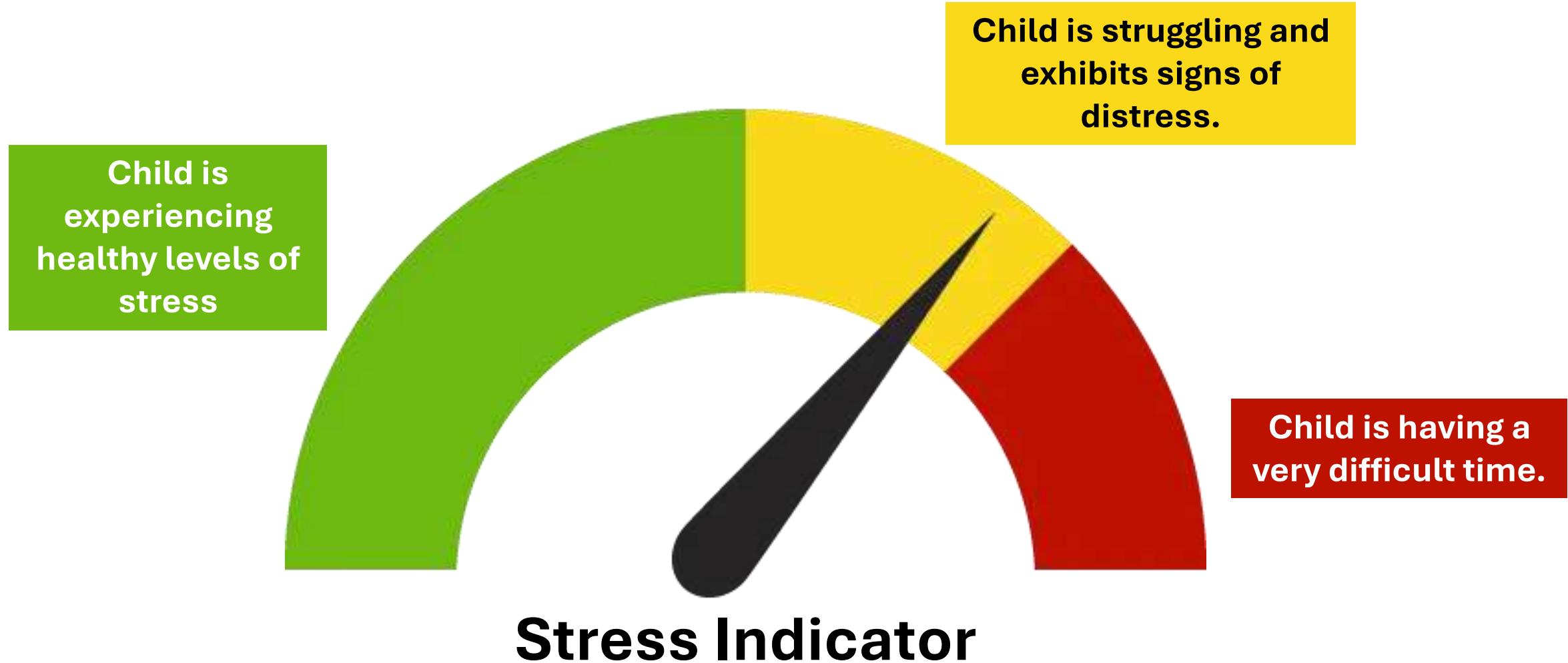
The Termly Check-In Surveys show that families are a **predominant source of support** when Primary School students are feeling stressed or anxious — demonstrating the **vital role parents play in their children's mental well-being**.



Parents are a predominant source of support for their child.

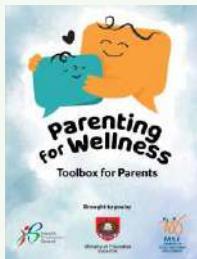
Did You Know?

The Difference between Stress and Distress



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.

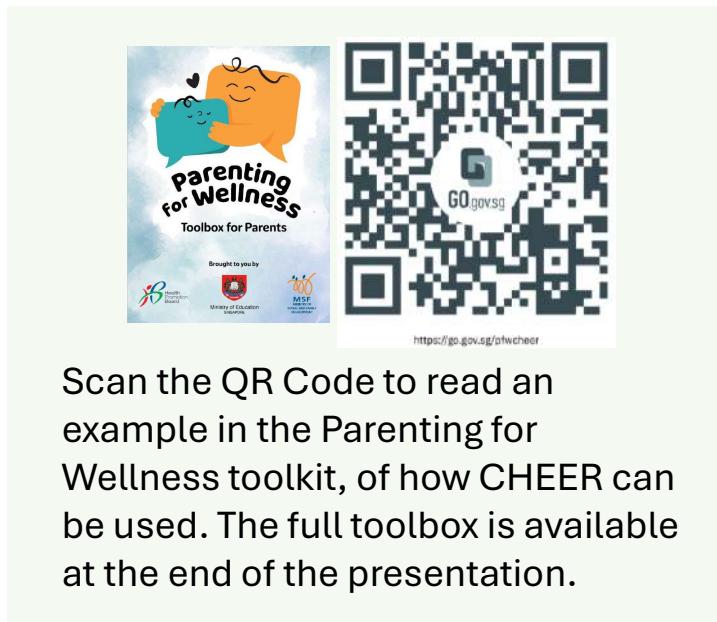


ARE YOU FEELING TOO MUCH STRESS?

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.



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

PARENT ENGAGEMENT

Activity	Term /Date
P5 Parent-Teacher Meeting	Term 1 , 7 Jan (Wed)
E-Briefing on DSA Matters	Term 2, 28 May (Thurs)
Parent-Teacher Conference	Term 2, 29 May (Fri)



SCHOOL-HOME PARTNERSHIP

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.



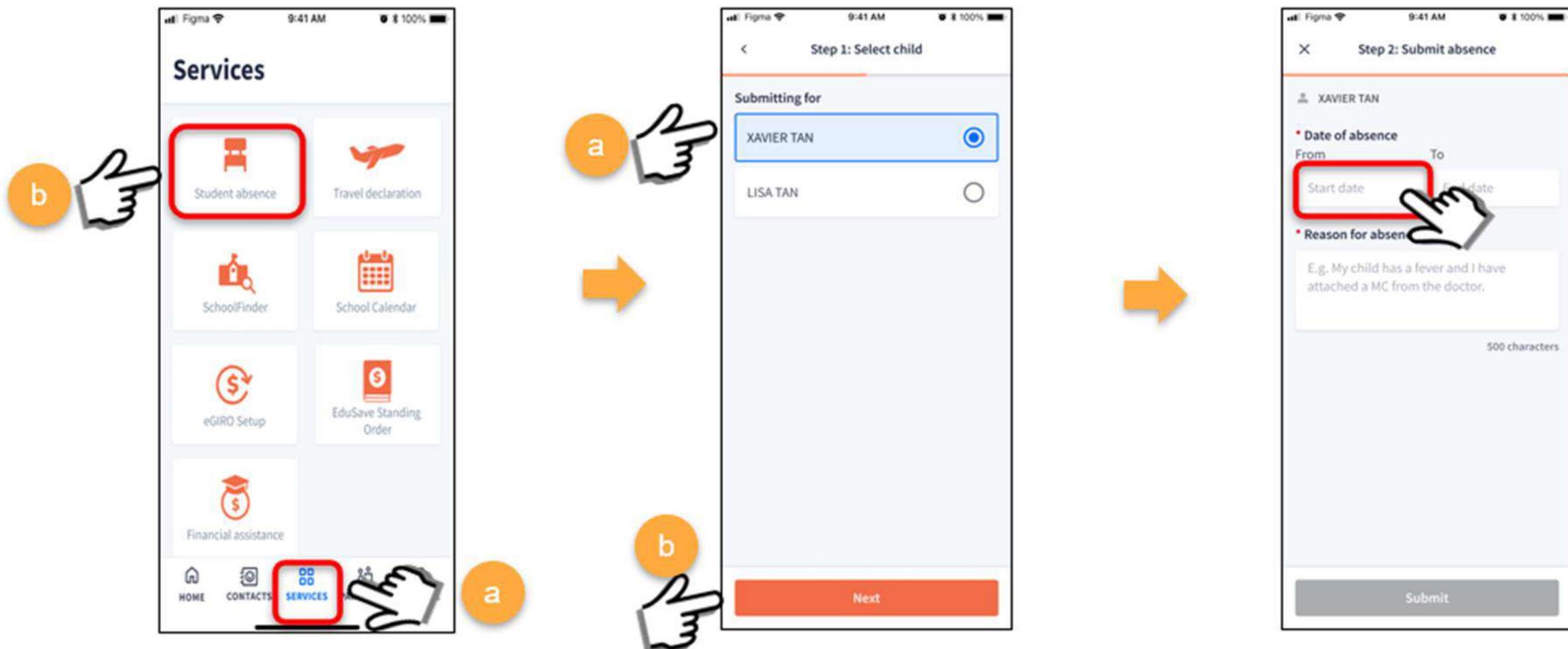
SCHOOL-HOME Partnership

STUDENT ATTENDANCE

- Students are expected to be regular in their attendance. Parents/guardians are strongly discouraged from taking the students out of school during term time for extended holidays or other reasons. Permission has to be sought from **the Principal** for such matters.
- Students who are absent must produce a Medical Certificate or a letter of explanation from parents on the day they return to school.
- For safety reasons, students are not allowed to leave the school during lunch time unless parents' letters of request are given to the form teachers. Students are strongly encouraged to eat in the school canteen.



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.



RAFFLES GIRLS' PRIMARY SCHOOL

JOURNEY WITH US



Journey with Us is our termly notification that aims to build a strong partnership between parents and school (Form Teachers) to promote holistic education that supports not only academic growth but also the emotional, social and mental well-being of each child through the use of infographics.



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 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**.

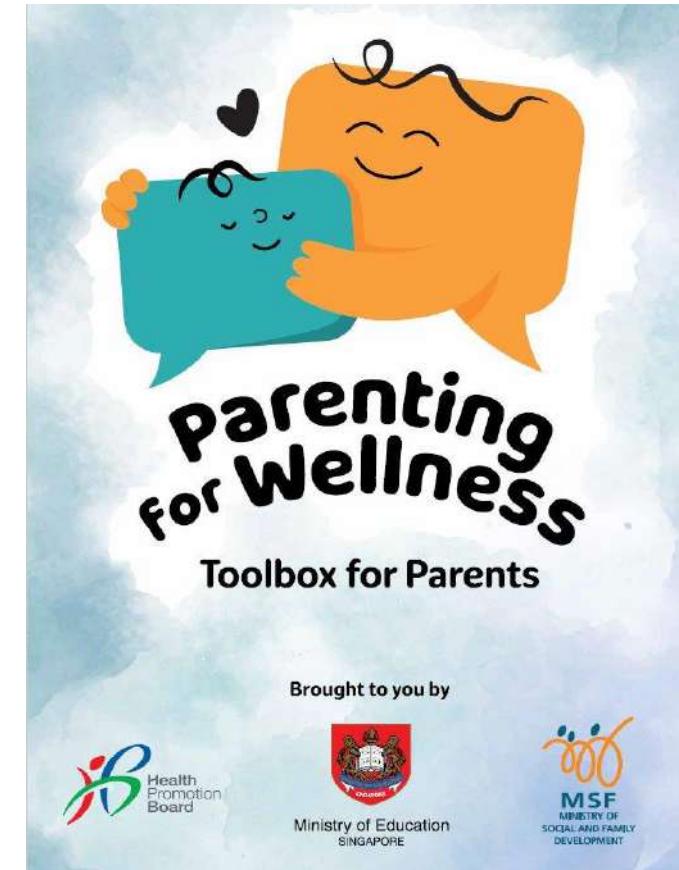


<https://go.gov.sg/pfw-toolbox-for-parents>



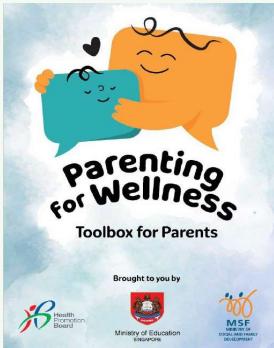
<https://go.gov.sg/hpbpfw>

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.



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?

PARENT KIT

Journeying Together, Growing Together *The Primary School Edition*

As our children progress to Upper Primary, they will have new experiences both at school and home. These experiences may change how they wish to be supported. Let's give them the space to grow as they:

- ✿ discover new strengths and interests
- ✿ perform tasks more independently
- ✿ experience academic demands
- ✿ develop new friendships and expand their social circles

Our presence will be reassuring, and our words of encouragement will boost their self-confidence.



31 Jan 2025



Ministry of Education
SINGAPORE

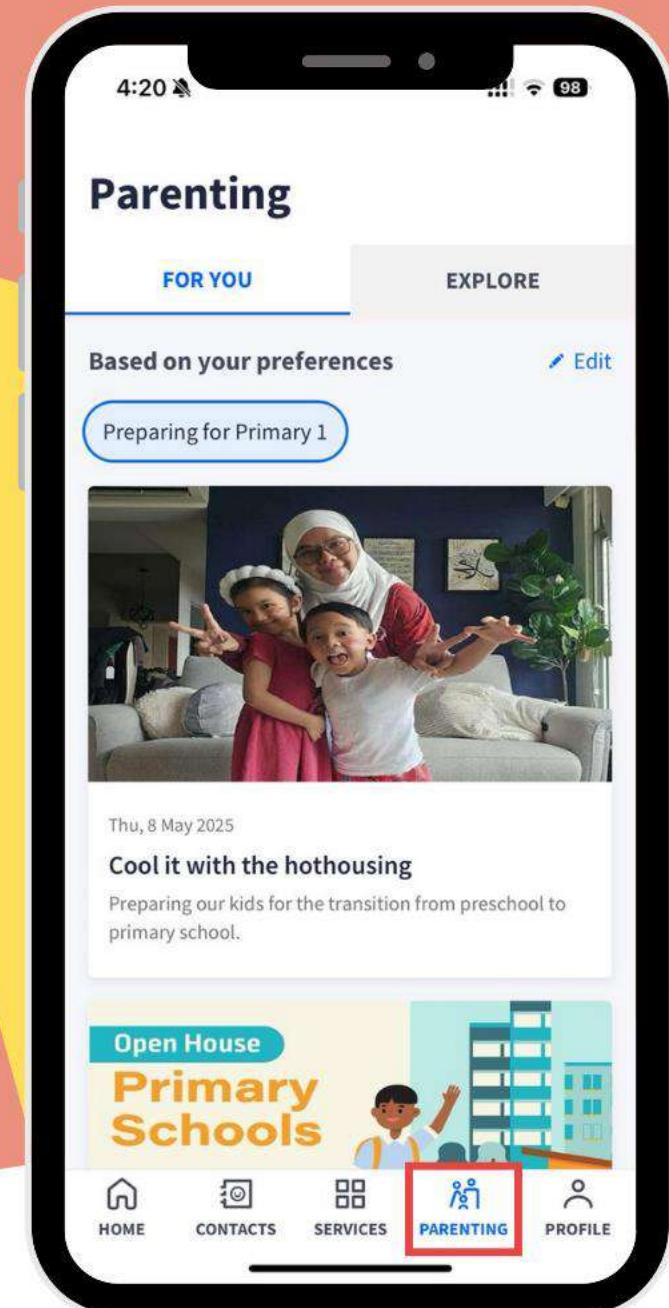




Parenting Resources on Parents Gateway (PG)



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.

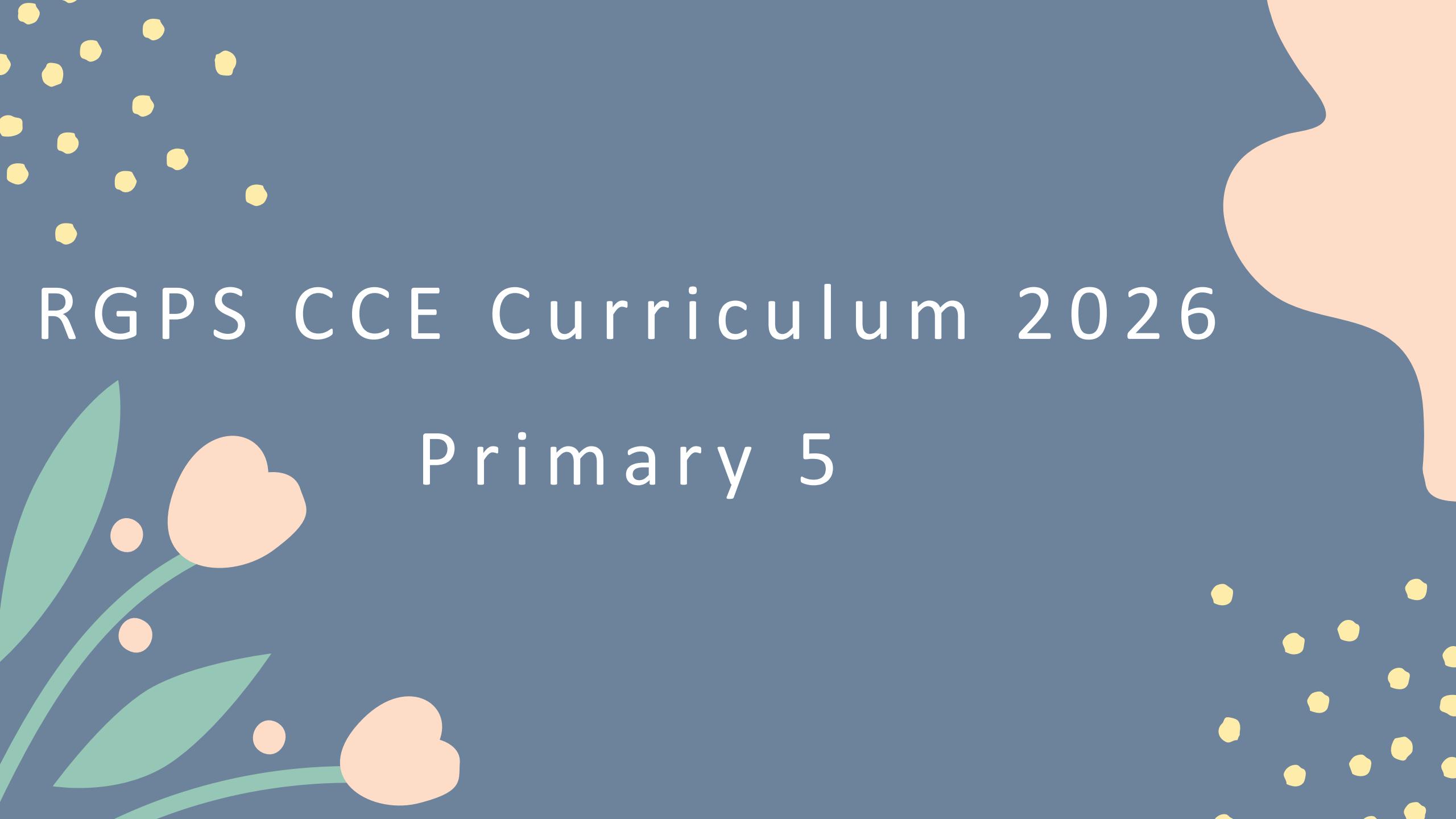




Wong_Liang_Min@schools.gov.sg

Goh_Kaur_Kheng@schools.gov.sg





RGPS CCE Curriculum 2026

Primary 5

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 5

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

Managing Thoughts, Feelings & Behaviour

- Understanding mental health as part of overall health
- Developing healthy coping strategies for stress
- Embracing new learning opportunities
- Managing expectations

Strengthening Sense of Self & Purpose

- Building strong sense of identity during developmental changes

Building Healthy Habits to Maintain Well-being and Safety

- Learning how good habits contribute to personal growth and well-being

Look at the 'I Am, I Can, I Have' statements below and put a tick for those statements that apply to you.

It is okay if you don't have many ticks. With time, you can work on them and build your resilience muscle!

I Am	I Can	I Have
<input type="checkbox"/> I am willing to learn from my mistakes.	<input type="checkbox"/> I can choose to think of challenges as new learning opportunities.	<input type="checkbox"/> I have people who encourage me.
<input type="checkbox"/> I am confident of my strengths and skills.	<input type="checkbox"/> I can find different ways to solve my problems.	<input type="checkbox"/> I have people I trust.
<input type="checkbox"/> I am respectful of others.	<input type="checkbox"/> I can find helpful ways to cope with my emotions.	<input type="checkbox"/> I have people who accept me for who I am.
<input type="checkbox"/> I am grateful for the people in my life.	<input type="checkbox"/> I can control my actions.	<input type="checkbox"/> I have people who care and help me when I need it.
<input type="checkbox"/> I am open-minded to different options and outcomes.	<input type="checkbox"/> I can use 'Stop-Think-Do'.	<input type="checkbox"/> I have someone whom I can talk to about my worries.
<input type="checkbox"/> I am curious about things around me.	<input type="checkbox"/> I can use calming down strategies when I need to.	<input type="checkbox"/> I have someone to show and guide me to do things.
<input type="checkbox"/> I am responsible for my actions.	<input type="checkbox"/> I can ask for help when I need it.	
<input type="checkbox"/> I am _____ _____ _____	<input type="checkbox"/> I can call/message Tinkle Friend if I need someone to talk to.	
<input type="checkbox"/> I can _____ _____ _____	<input type="checkbox"/> I can _____ _____ _____	

Understand and Care for Myself 3

Taken from P5 CCE Journal P.3



Parents can build their child's resilience by regularly reminding the child of his or her identity, strengths, and support network.



P5 Growing Years Programme

The Goals of the Growing Years Programme are:

- a) Support students in managing their physiological, social and emotional changes as they grow up and develop safe and healthy relationships.
- b) Guide students to make wise, informed and responsible decisions on sexuality matters.
- c) Help students develop a moral compass and respect for themselves and others by having positive mainstream values and attitudes about sexuality that are premised on the family as the basic unit of society.



P5 Growing Years Programme

The Key Messages of the Growing Years Programme are:

- a) Love and respect yourself as you love and respect others;
- b) Build positive relationships based on love and respect (which are the foundation for strong families);
- c) Make responsible decisions for yourself, your family and society; and
- d) Abstinence before marriage is the best protection against STIs/HIV and unintended pregnancies. Casual sex can harm and hurt you and your loved ones.



P5 Growing Years

The Changes in Me (60 min)

This lesson focuses on helping students identify the emotions and stress caused by physical changes during puberty. Students will learn to describe the healthy ways to manage their negative feelings during this time. They will also learn to recognise that one's identity need not be negatively affected, even when one's body is experiencing changes due to puberty.



P5 Growing Years

Did You Know? (60 min)

This lesson focuses on helping students know what pornography is and how it can affect themselves and others. Students will learn about the dangers of being exposed to sexually explicit materials and reject the viewing and/or reading of pornographic materials. They will learn to evaluate their own responses when they encounter pornography by applying the strategy, 'Stop-Think-Do'.



P5 Growing Years

Keeping Myself Safe (60 min)

In this lesson, students will learn about sexual abuse, how it can happen during online and offline interactions and the impact of such abuse on victims. They also learn how to take precautionary measures to be safe and how to seek help for themselves and their friends.

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



Empathy in Action (VIA)

1. The objective of the P5 VIA Programme is to engage students in developing empathy and understanding the needs of the elderly in their community. Through this programme, students will:

- Explore Community Needs: Understand the challenges and needs faced by elderly individuals.
- Foster Empathy: Learn to appreciate and empathize with the lived experiences of seniors.
- Encourage Contribution: Actively plan and execute activities to bring joy and support to the elderly.
- Develop Civic Consciousness: Recognize their role in contributing to the well-being of the community.
- Build Key Skills: Enhance social-emotional competencies like interpersonal communication, teamwork, and reflection.

2. Term 1, Week 2



V ❤️ lue-Able for Life

Objectives:

- To nurture character development in students by encouraging them to internalize and display the school's core values of responsibility, resilience, integrity, gratitude, and graciousness.
- Fosters a holistic approach to education, emphasizing values both within and beyond the classroom, while engaging students, teachers, and parents in collaborative efforts to affirm and cultivate these virtues.



Value Ü

Objectives:

The Value Ü Programme at RGPS is a structured initiative aimed at instilling and reinforcing core values in students through practical, daily applications. The programme is designed to encourage students to recognize and appreciate the authentic application of RGPS values in their everyday school life, thereby fostering a culture of respect, kindness, and responsibility.



Give@RGPS

The objectives of Give@RGPS for P5 and P6 are to:

1. Encourage Participation: Motivate students to identify and address school and community needs.
2. Empower Action: Enable students to take initiative, plan, and execute meaningful projects.
3. Enliven Community: Foster a warm, inclusive, and caring school environment.
4. Develop Competencies and Values: Strengthen leadership, teamwork, and RGPS core values like responsibility and respect.
5. Promote Reflection: Cultivate civic consciousness through reflection on their contributions and impact.

- Term 1, Week 8

THANK YOU

