

# WELCOME TO P6 PARENT-TEACHER MEETING

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

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



# **WELCOME TO P6 PARENT-TEACHER MEETING**

The slides for today's presentation will be made available on our school website by the end of next week.



# 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](http://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.

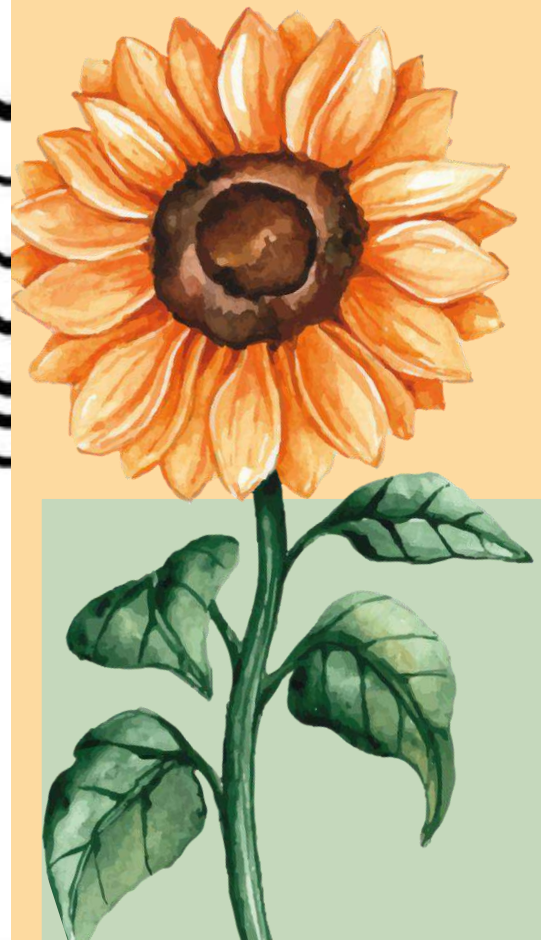
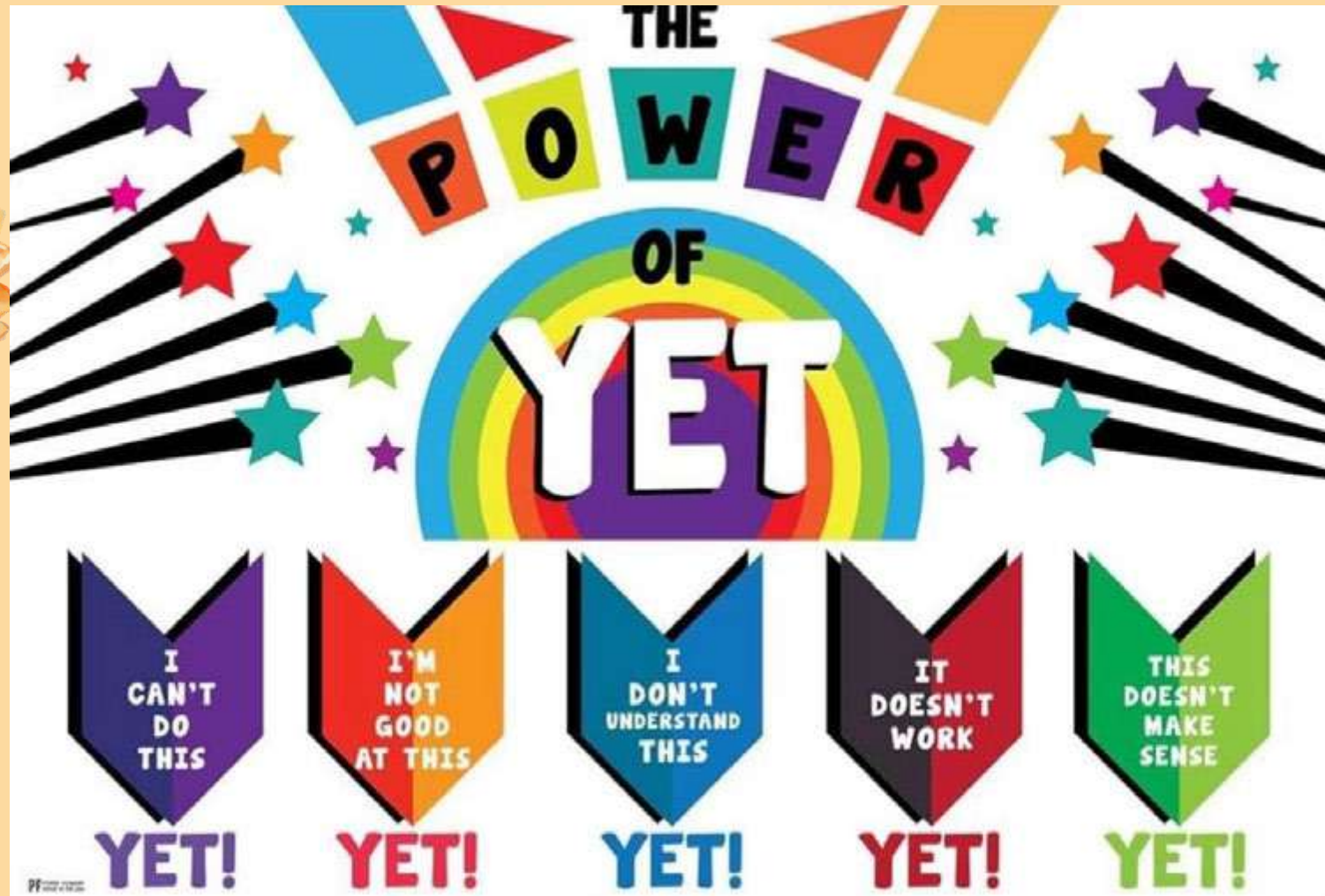


# From “I Can’t” to “I Can”

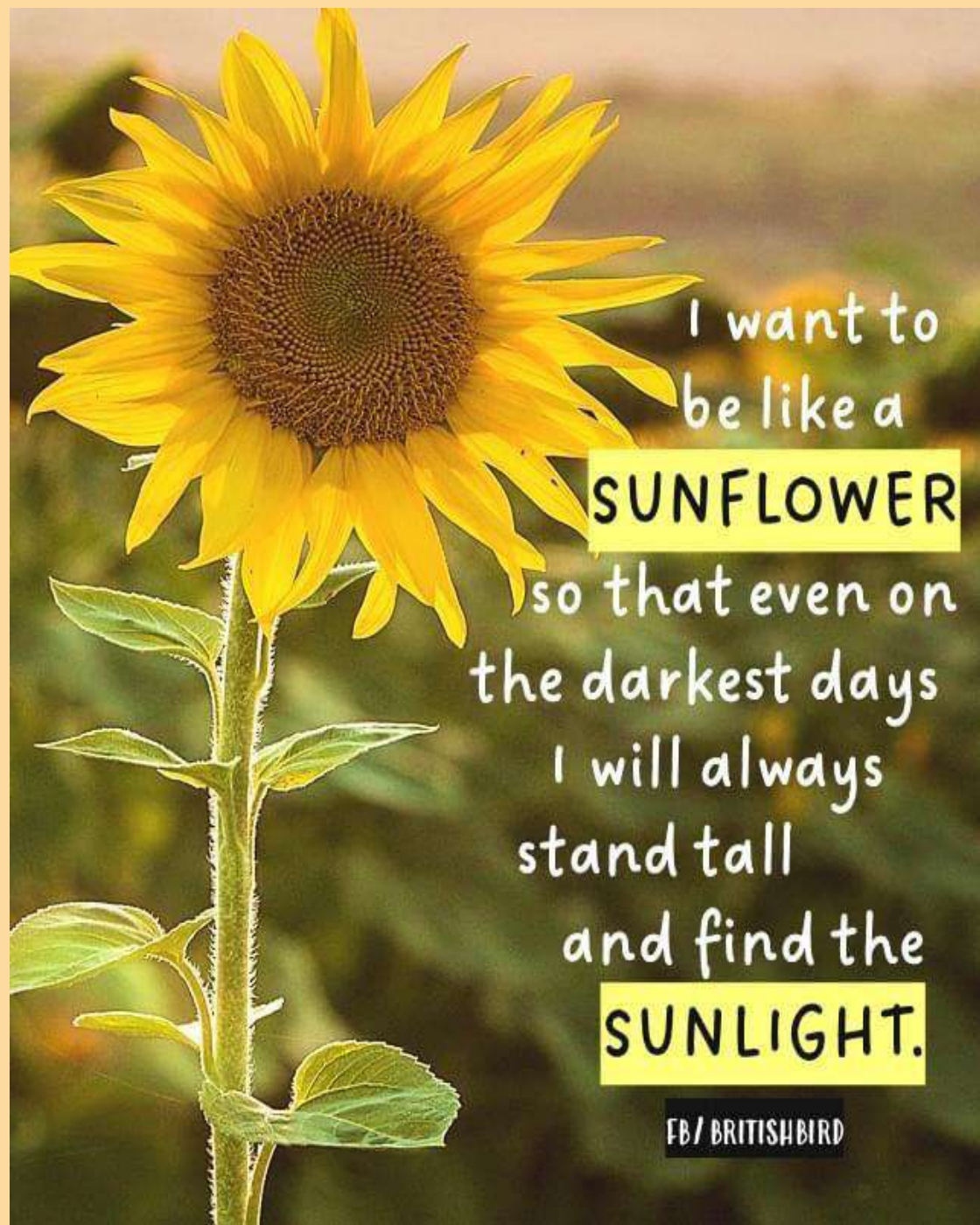
**X I can't do this**

**✓ 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.

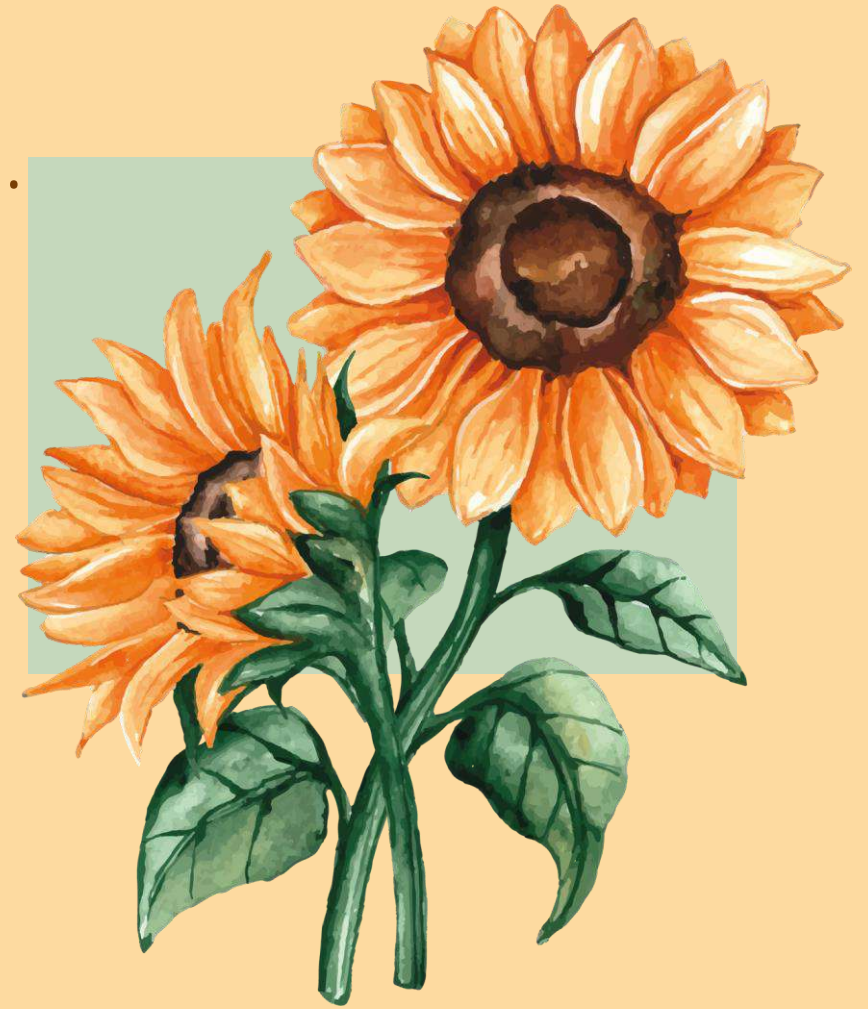
I discuss ideas with my friends.

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

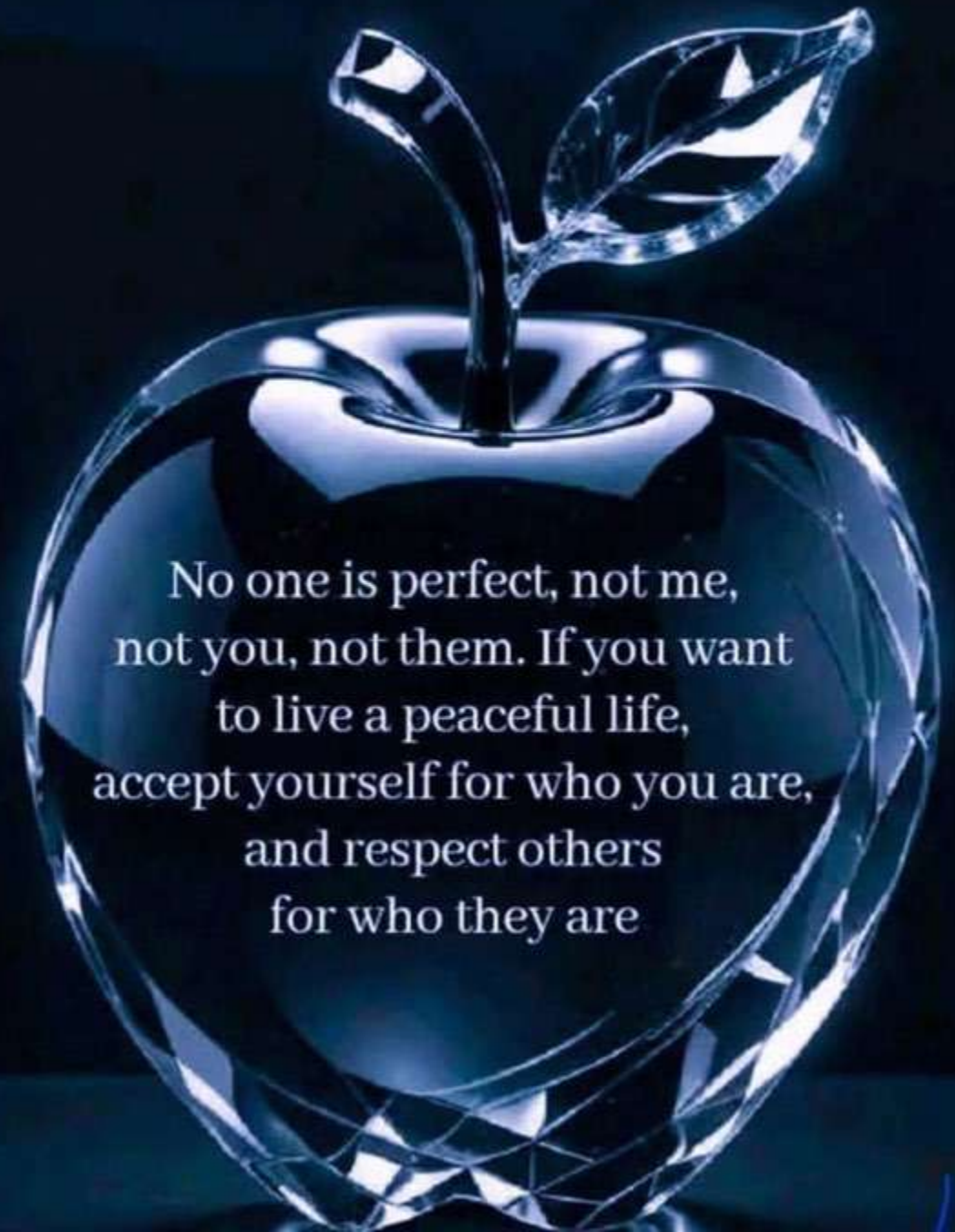
I respect my friends for who they are and want to learn from them and with them.

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.

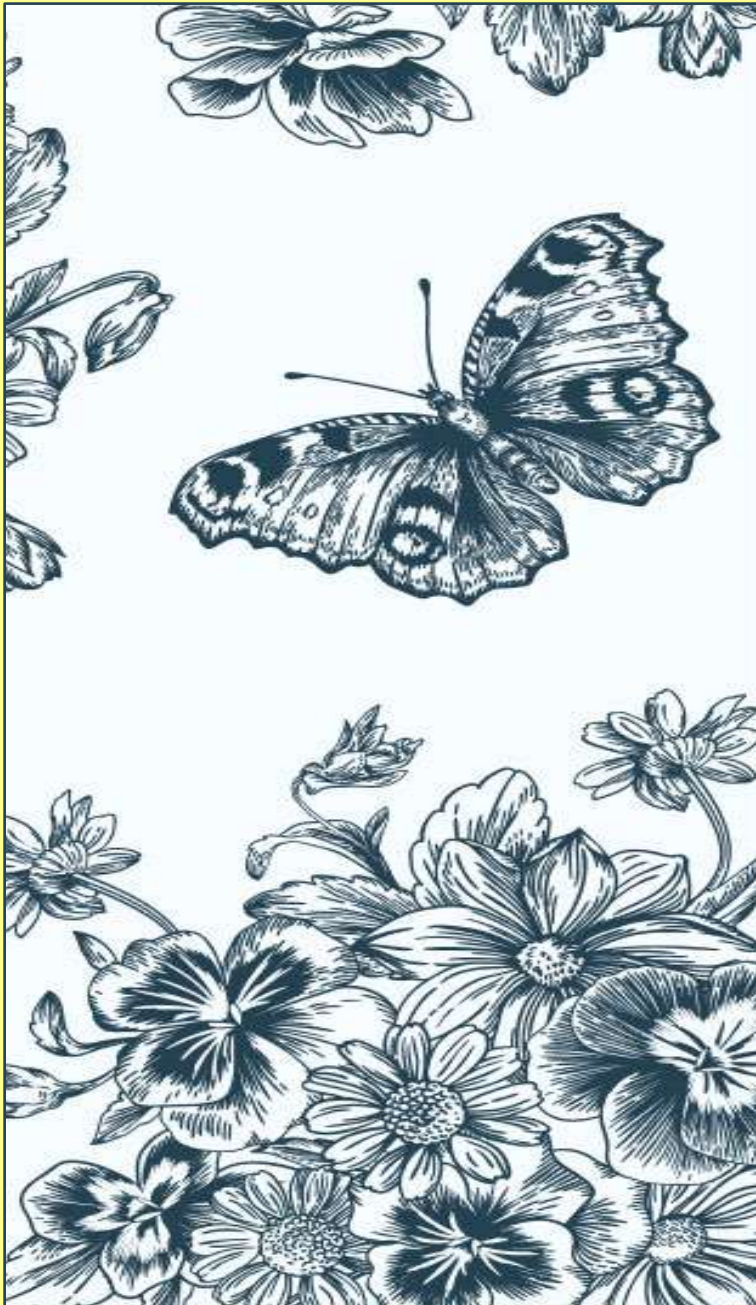
Donate items in good condition to Salvation Army or the textile recycling bin





# 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

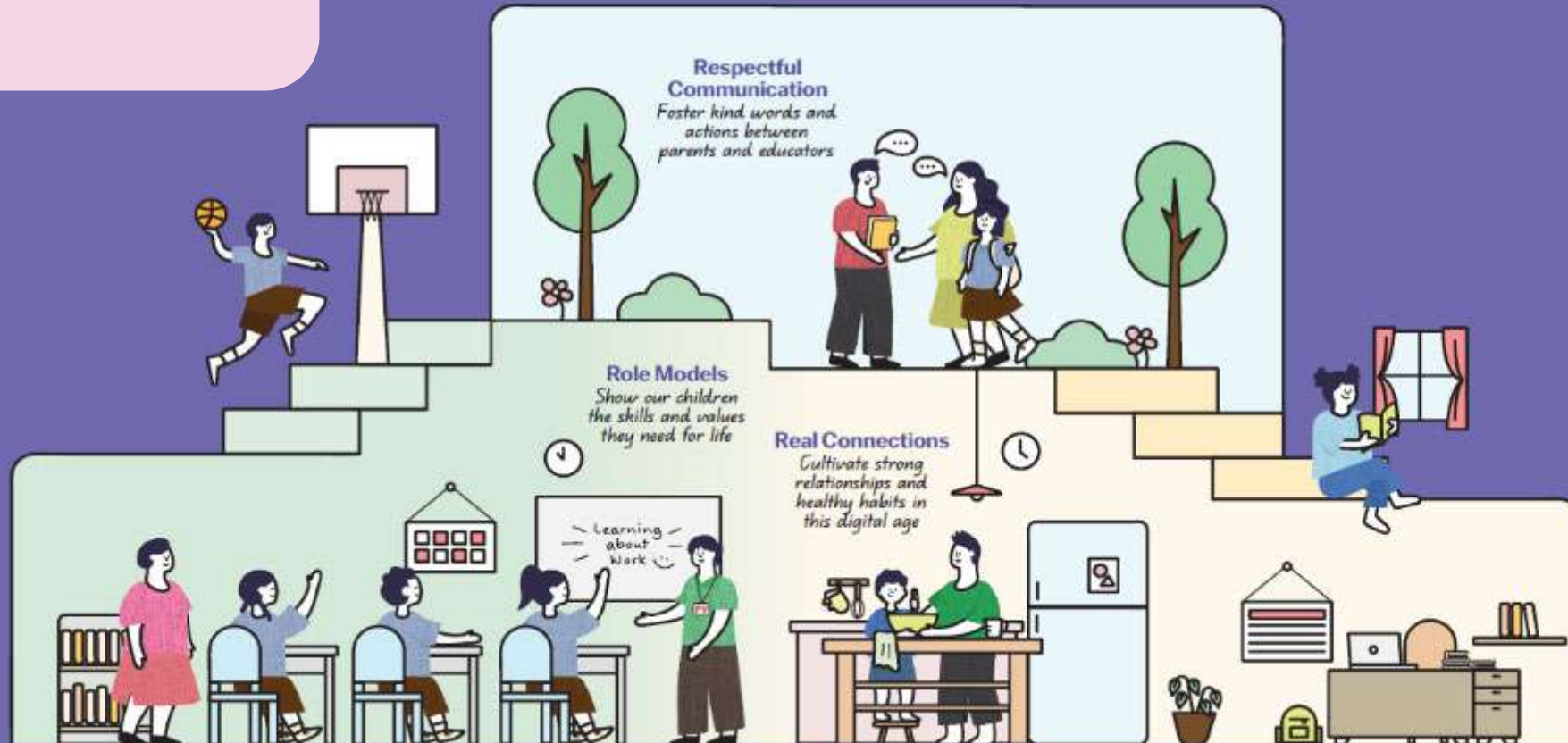


# School-Home Partnership

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

Guidelines for School-Home Partnership

## Raising a Happy, Confident, and Kind Generation Together



A joint effort in 2024 by  
the Ministry of Education and COMPASS

# 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

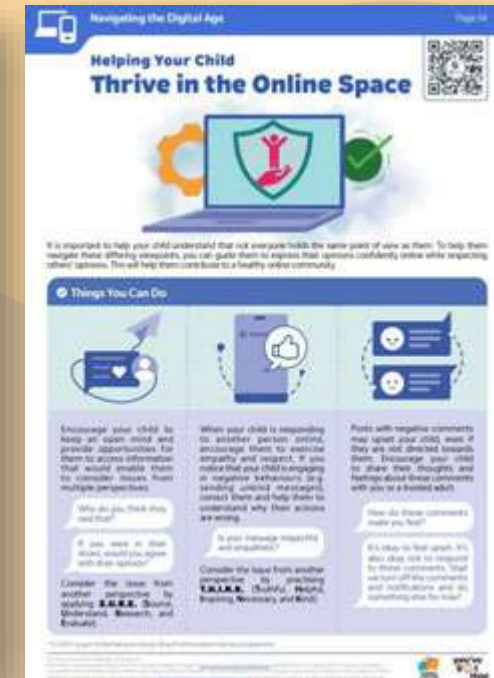
Cultivate strong relationships and healthy habits in this digital age

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>

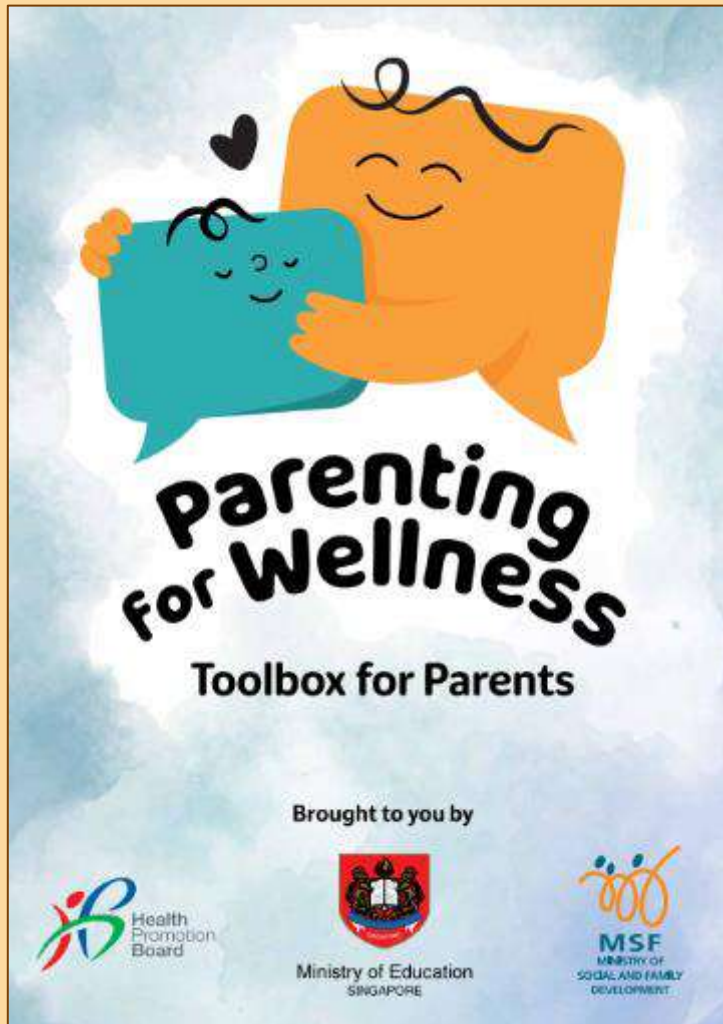


# Engagement Charter

- 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.

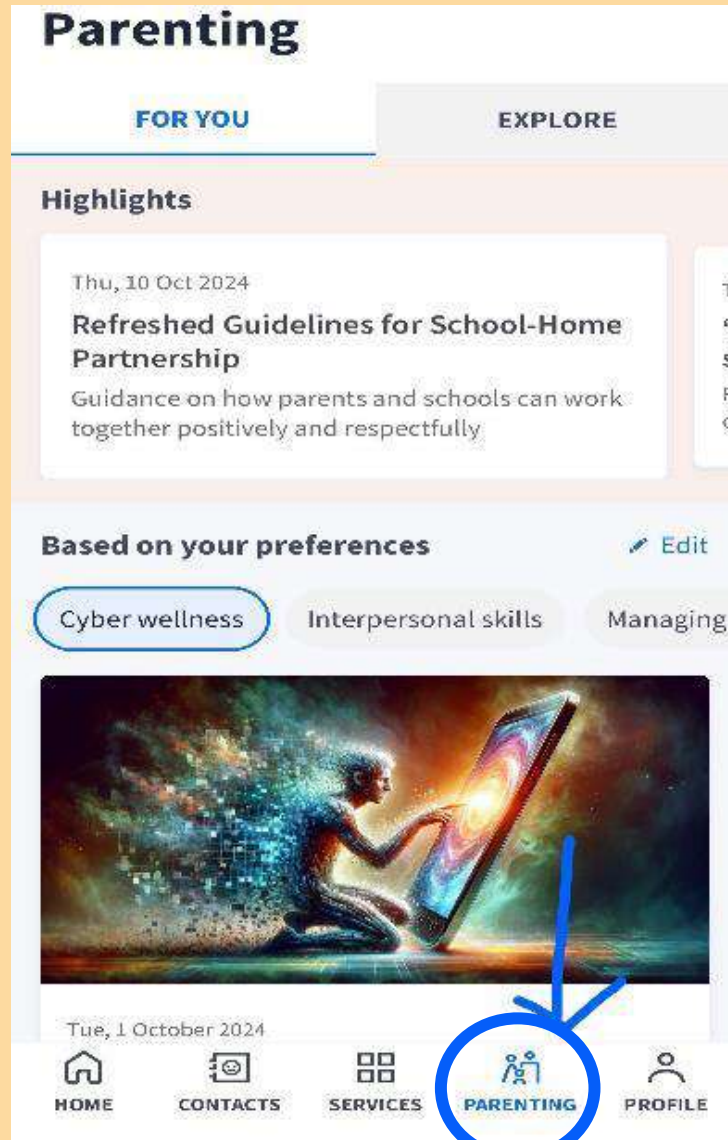




# Check out Parenting Resources on Parents Gateway (PG)

## 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](http://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



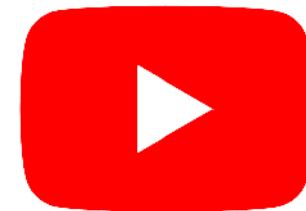
[www.instagram.com/parentingwith.moesg](http://www.instagram.com/parentingwith.moesg)



[www.facebook.com/moesingapore](http://www.facebook.com/moesingapore)



[www.instagram.com/moesingapore](http://www.instagram.com/moesingapore)



[www.youtube.com/moespore](http://www.youtube.com/moespore)



# Sg60 & Beyond

33

## 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

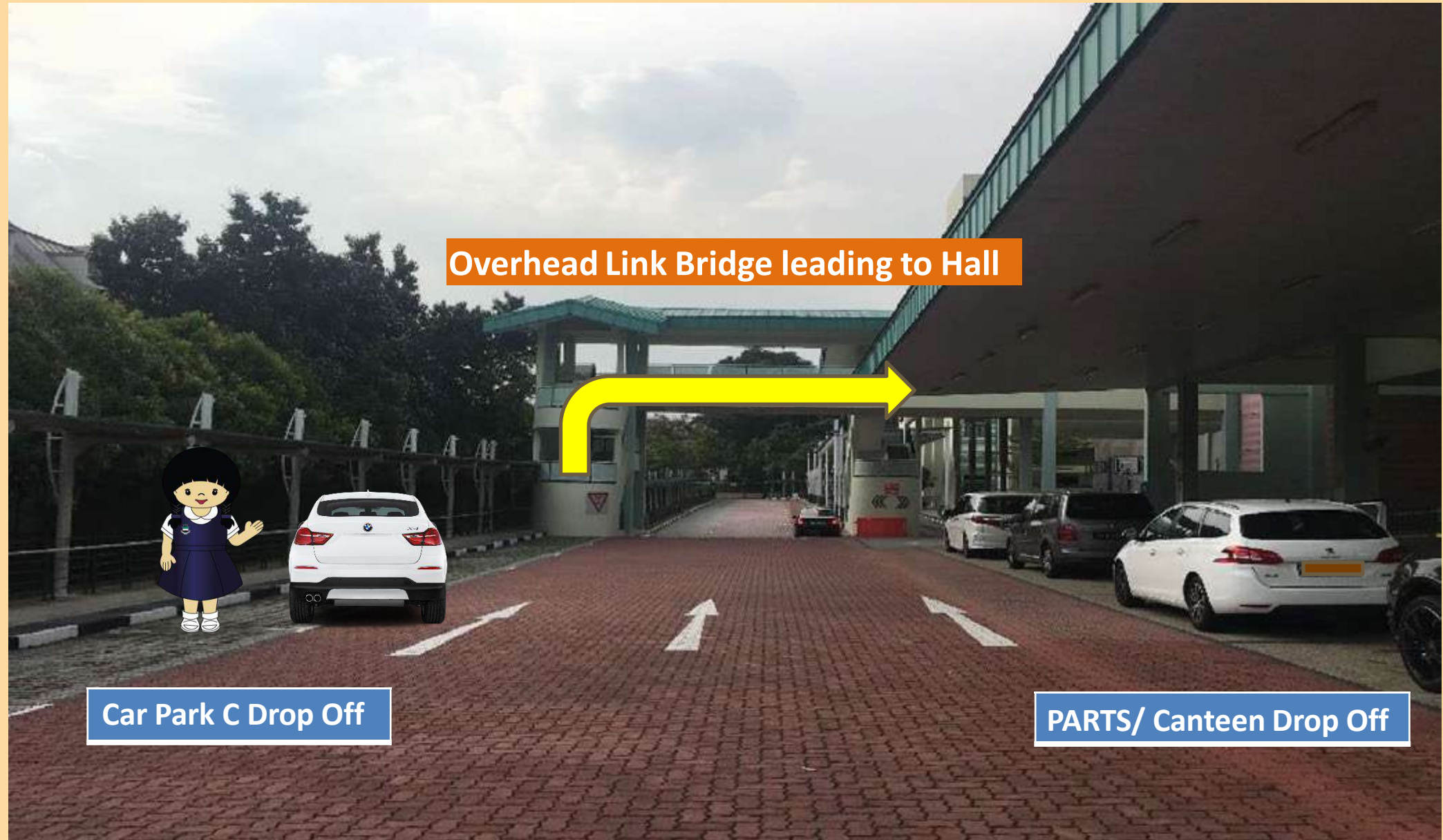
RGPS-LTA and PUB Traffic Advisory

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



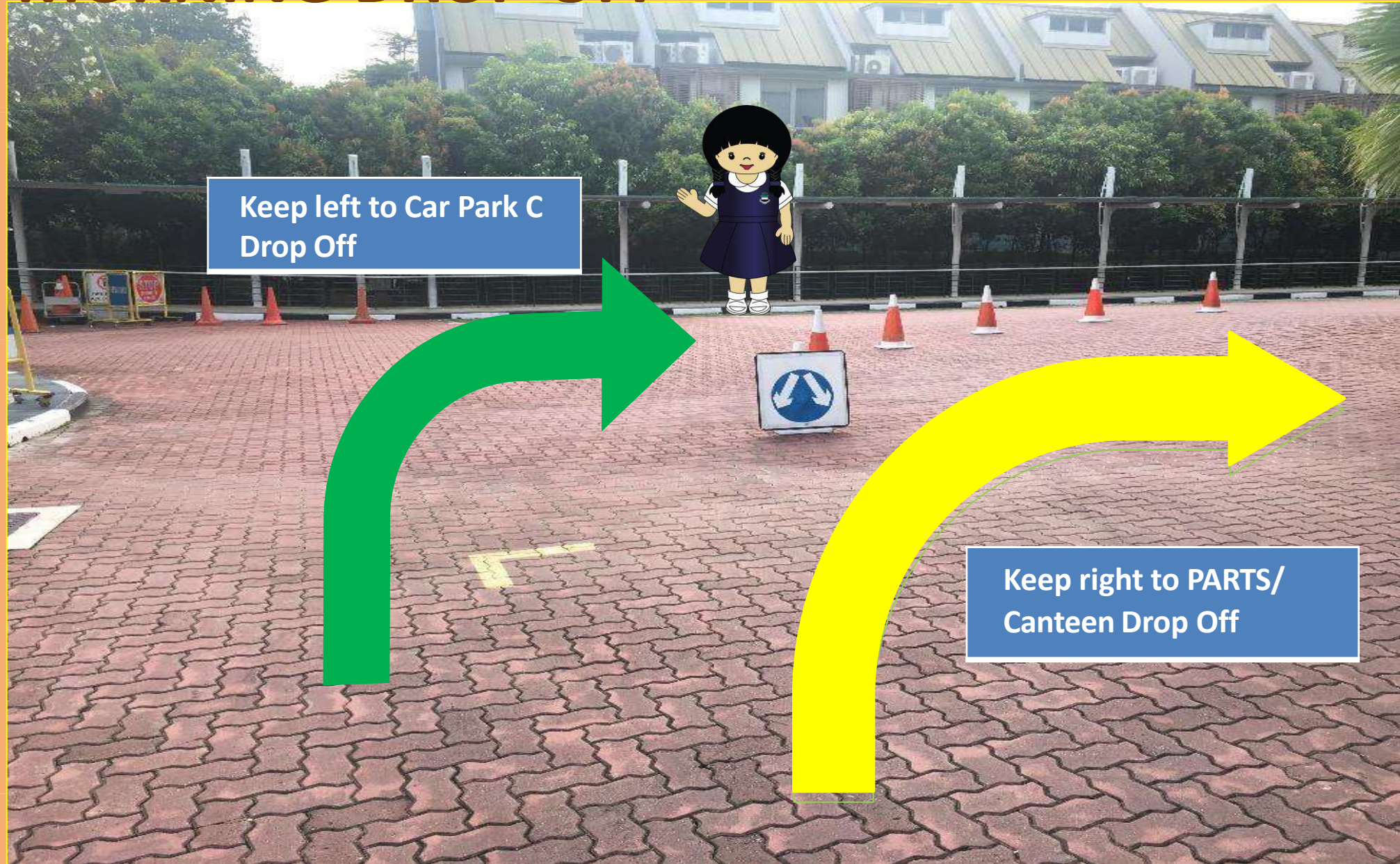


# ALIGHTING POINTS





# MORNING DROP OFF





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





# OUTLINE

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



# WELL-ROUNDED CURRICULUM

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



# 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?**

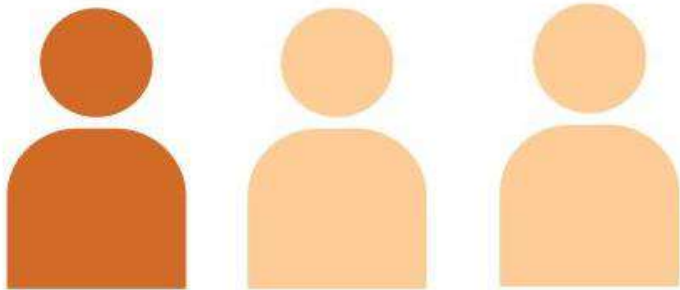


# Did you know?



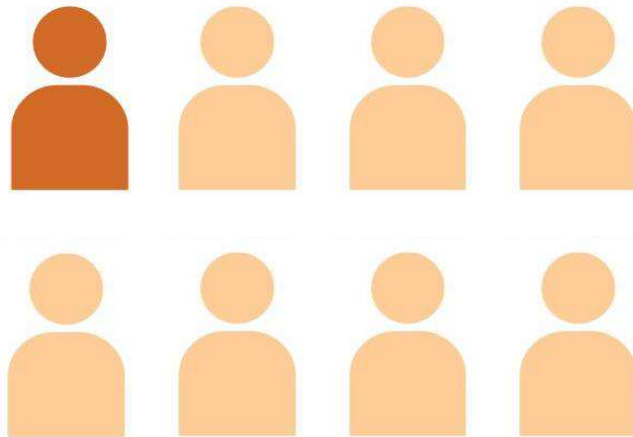
## Singapore Youth Epidemiology and Resilience Study (2023)\*

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



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

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



**Common mental health conditions experienced by children and youth include:**



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



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

Graphics Source: Parenting for Wellness Toolbox

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



## Did you know?



**Tinkle  
Friend**

### Mental health one of the top reasons primary school kids called helpline in 2023

Mental health became **one of the top five most common topics** that Singapore's young children anonymously asked the Tinkle Friend service in 2023, alongside issues related to school, peers and family.

Mental health-related concerns among these children – mainly **aged 13 and below** – include **self-image struggles and emotional distress that presents as fear, anger, anxiety and low moods.**

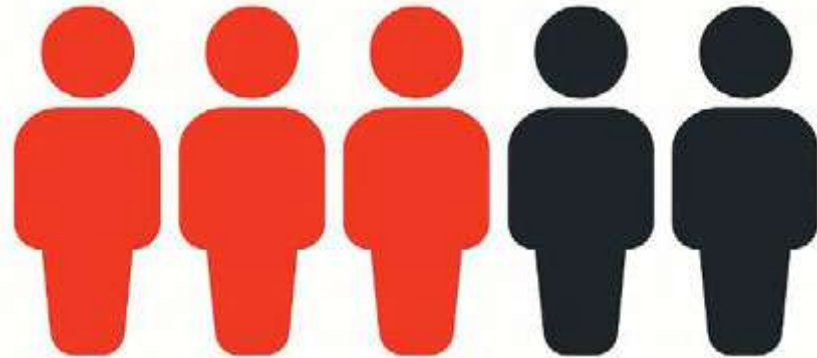
Among the children who called or chatted with Tinkle Friend in 2020, almost half were upper primary school pupils aged 10 to 12.

Source: The Straits Times, 2024

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.”***

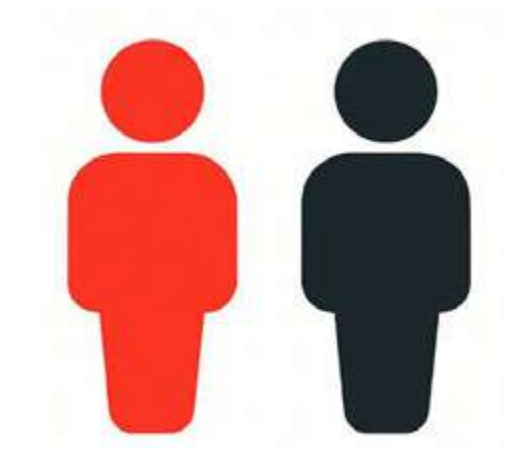


**3 in 5** worry about disappointing  
their parents

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



# Stepping Up to Primary 6: Supporting Their Journey

- **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), the Preliminary Examination and PSLE
- **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** for her PSLE performance and secondary school choices, as these can place additional pressure on your child. Reassure your child that she is 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 she 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

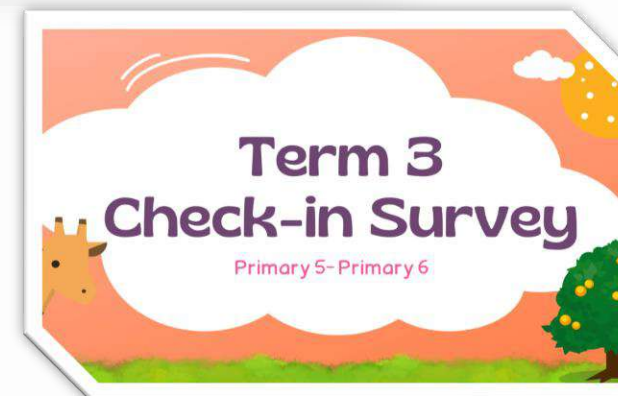
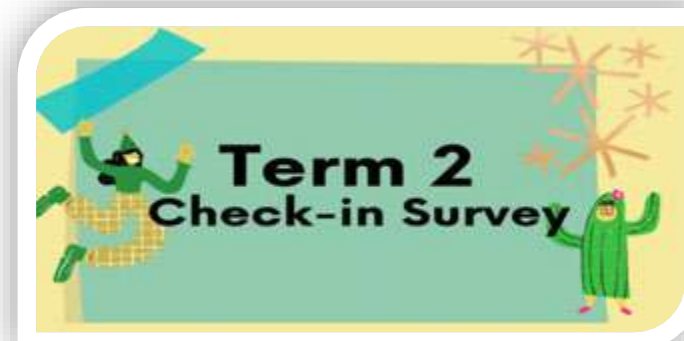


# A Journey of Care: Supporting Each Child's Well-Being

- Welcome Back to School Programme
- CCE-FTGP Lessons/CCE-MTL Lessons
- **Termly Check-in Surveys and Activities**
- Teacher-Student Dialogue Session
- R u Ok? Campaign & Corner
- Peer-to-Peer Activities



# Student Well-being



## 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







# P6 LEARN & BOND PROGRAMME (Post- PSLE)

- Learning Journeys
- Inter-class Competitions
- Transition Programme
- ECG Programme
- Graduation Party
- Graduation Day
- ICT Programme
- Financial Literacy Programme
- It's Play Time
- etc



# Holiday Lessons

- **22 & 23 June (Mon & Tue)**
- **10 September (Thu)**  
Consultation (Optional via Teams)



# **SCHOOL-HOME PARTNERSHIP:**

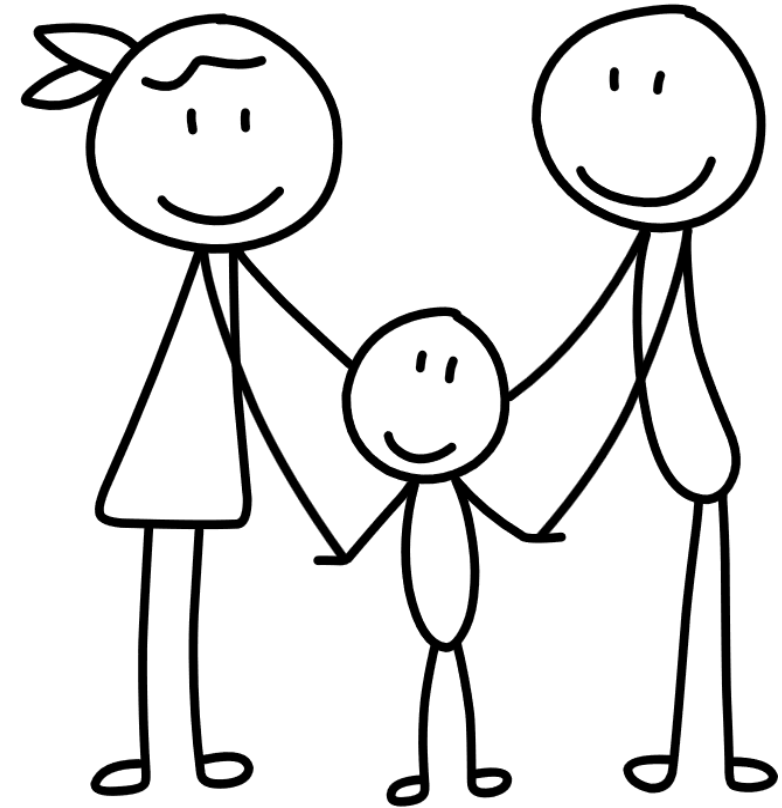
## **Walking the Journey Together**





# Importance of Family Support

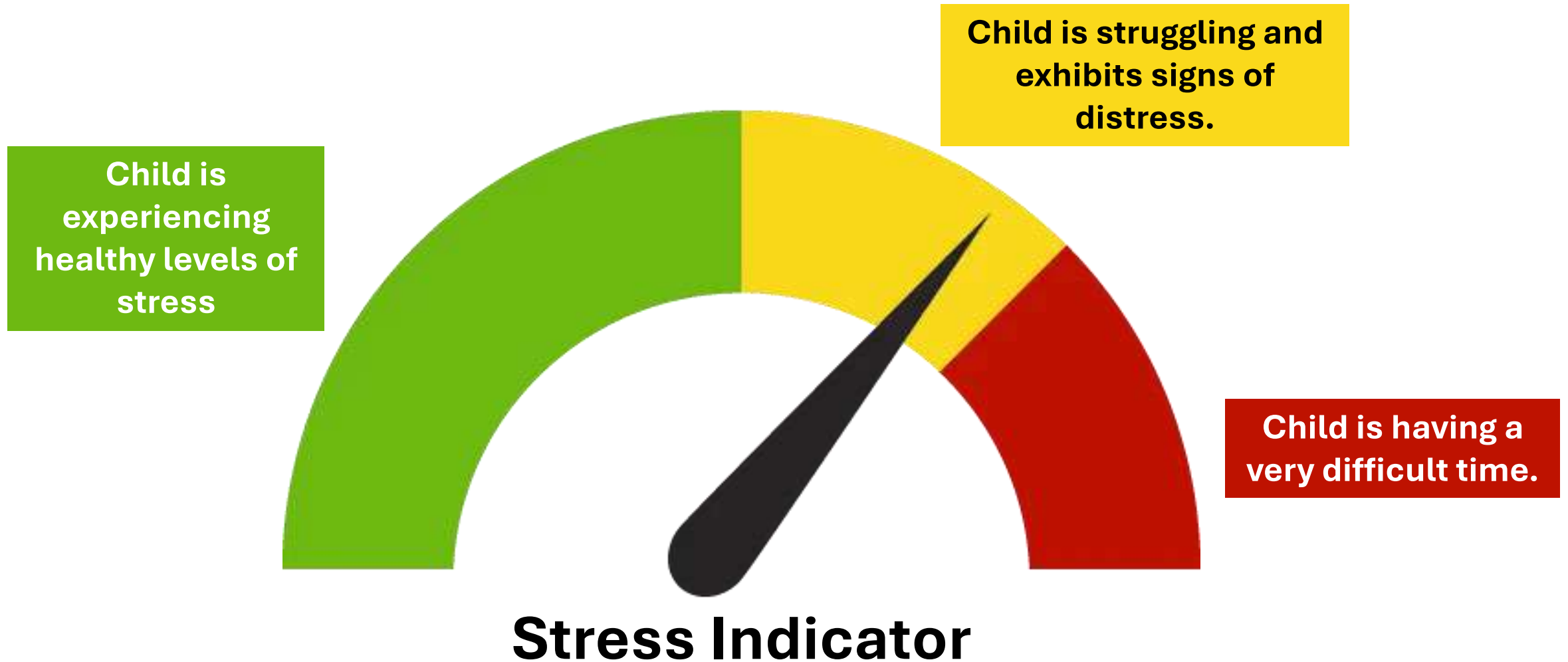
The Termly Check-In Surveys show that families are a **predominant source of support** when Primary School students are feeling stressed or anxious — demonstrating the **vital role parents play in their children's mental well-being**.



**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.



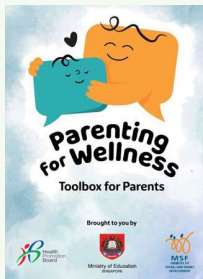
## ARE YOU FEELING TOO MUCH STRESS?

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.



**C**alm them down



**H**ear them out



**E**mpathise with their feelings



**E**ncourage them to seek help



**R**eassure them

# PARENT ENGAGEMENT

Activity	Term /Date
P6 Parent-Teacher Meeting	Term 1, 9 Jan
E-Briefing on PSLE Matters	Term 1, 11 March
Parent-Teacher Conference	Term 2, 29 May



# 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.



# Role Models

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



Demonstrate healthy ways to manage stress, setbacks and difficult emotions



Show children it is okay to ask for help when struggling



Model self-care



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



## 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.



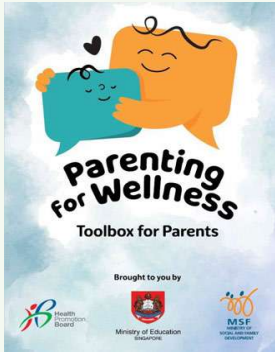


# Compilation of Useful Resources

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

# 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**.

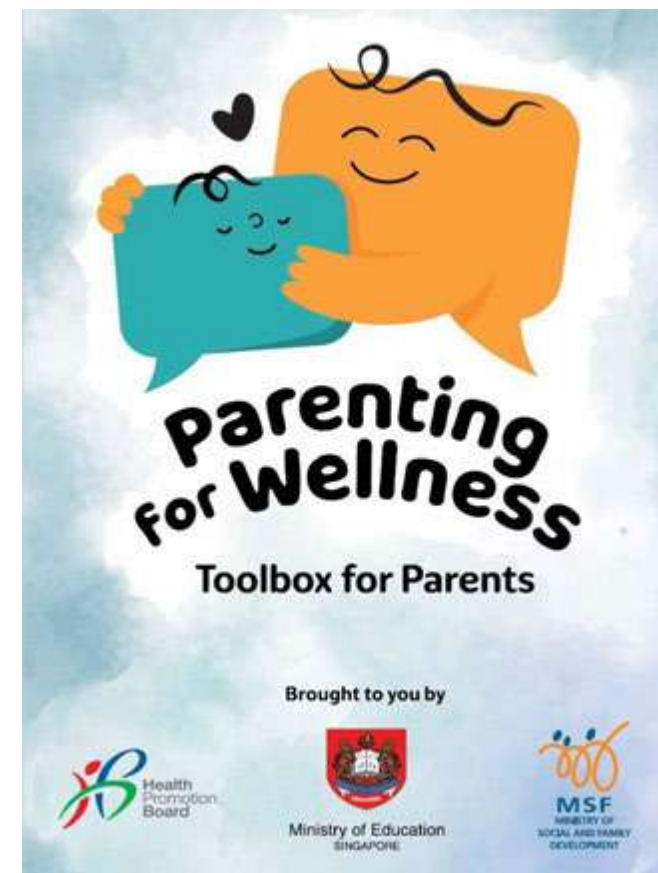


<https://go.gov.sg/pfw-toolbox-for-parents>



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

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.





# SCHOOL-HOME PARTNERSHIP

Are you a **P.S.L.E**  
Parent?



Parent Kit

Missed our  
last issue?

Click [here](#) for our  
previous Parent Kits.



Ministry of Education  
SINGAPORE

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Be a P.S.L.E parent – **P**roactive,  
**S**upportive, **L**oving and **E**mpowering!



<https://www.moe.gov.sg/-/media/files/parent-kit/are-you-a-psle-parent-29-Jun-2021.pdf>

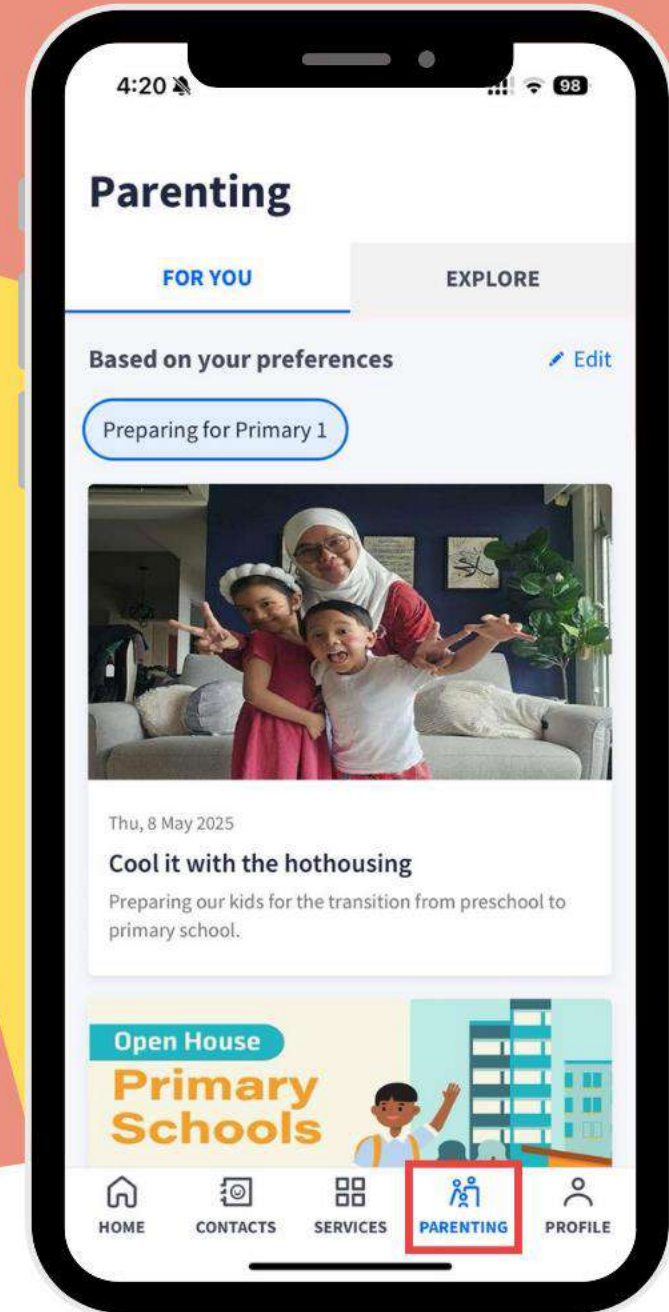




# Parenting Resources on Parents Gateway (PG)



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.







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# RGPS CCE Curriculum 2026



Primary 6



# 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 6

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 _____	
_____	_____	
	_____	

Understand and Care for Myself

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.



# P6 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.



# P6 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.





# P6 Growing Years

Are We More  
than Friends?  
Lesson 1  
(60 min)

In this lesson, students will learn to distinguish between the characteristics of love and infatuation, and identify the strong emotions that may arise from experiencing the feelings of infatuation. They will recognise that experiencing feelings of infatuation is part of growing up and becoming infatuated with someone does not mean that they should be involved in a romantic relationship. Instead, they should focus on building strong and healthy friendships with their circles of friends.



# P6 Growing Years

Are We More  
than Friends?  
Lesson 2  
(60 min)

In this lesson, students will learn healthy ways to manage the emotions arising from infatuation and recognise the importance of respecting the boundaries of any relationship. They will also recognise the negative impact of teasing their peers who may be experiencing the feelings of infatuation and learn to behave maturely towards each other.

# 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





# Empathy in Action (VIA)

1. The P6 VIA Programme aims to nurture self-directed, empathetic, and socially responsible individuals who are equipped to play an active role in their communities. Through this programme, students will:
  - Discover Community Needs: Help students identify and understand the needs of their community, such as those of migrant workers, the elderly, or individuals with disabilities.
  - Develop Action-Management Skills: Equip students with the skills to plan, organize, and manage projects that address identified needs.
  - Encourage Collaboration: Foster teamwork and collaboration as students work in groups to brainstorm, plan, and propose solutions.
  - Instill Civic Responsibility: Promote a sense of responsibility and active citizenship by encouraging students to contribute meaningfully to their communities.
  - Provide Leadership Opportunities: Allow students to take initiative and lead in creating impactful projects.
  - Reflect and Learn: Encourage reflection on the planning process, challenges faced, and the potential impact of their contributions.

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

