

P4 Student Development & Well-Being

MacPherson Sports Hall





Holistic Education

Effort Determines Success

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Our students

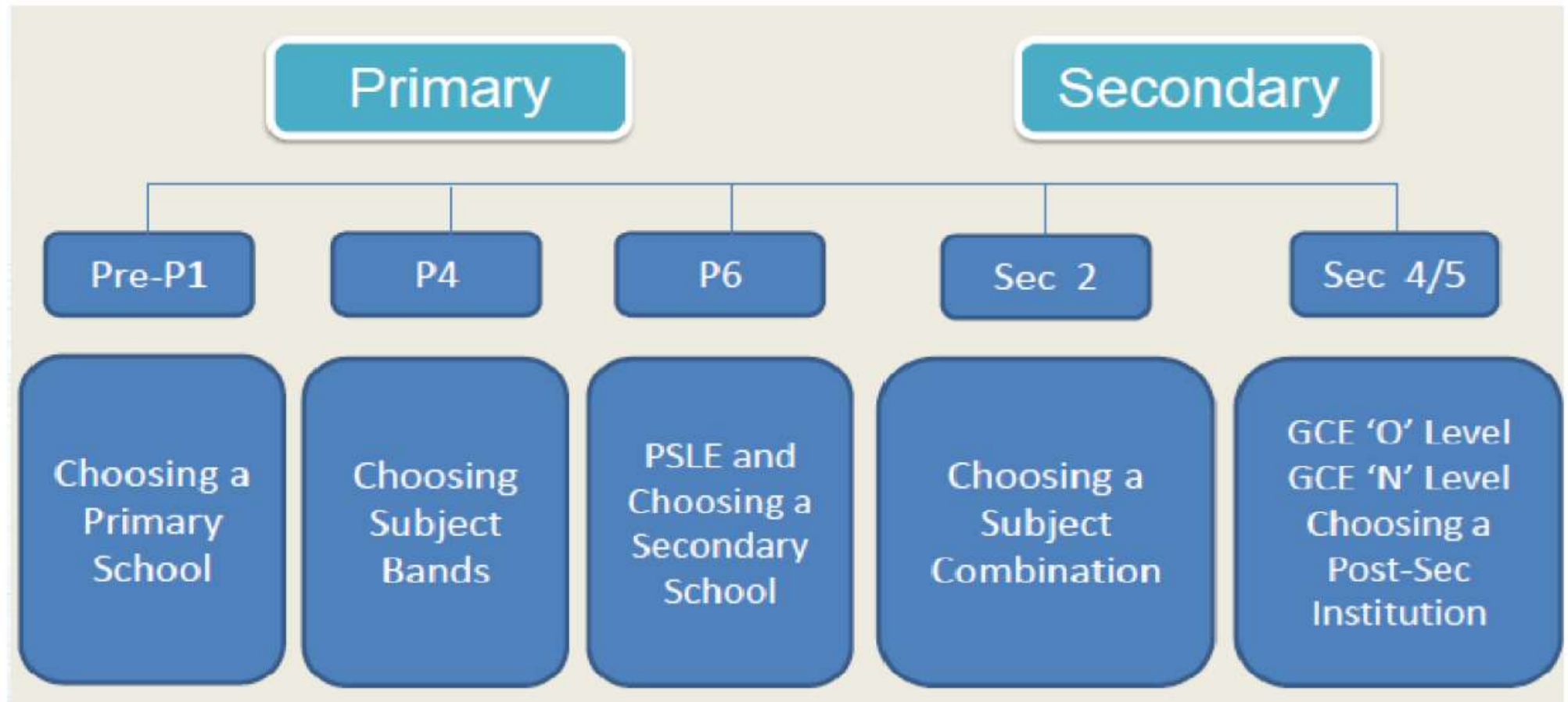
Our holistic education encourages your child to learn more and develop a curiosity that goes beyond formal education. Learn how your child can discover and nurture their strengths and interests, cultivate important values, and realise their full potential to seize opportunities of the future.





Cognitive Development

Key Milestones in Your Child's Education





Subject-Based Banding (end of P4)

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

Catering to Your
Child's Abilities

**SUBJECT-BASED
BANDING**





Why Subject-Based Banding?

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

- Provides greater flexibility for your child by offering him/her the option of a combination of standard and foundation subjects.
- Works to the advantage of the child by considering his/her strengths.



Subject-Based Banding Combination

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

If your child (for P4 exam)	Your child may be recommended to take
Passes all 4 subjects and performs very well in Mother Tongue Language	4 standard subjects + Higher Mother Tongue Language
Passes all 4 subjects	4 standard subjects
Passes 3 subjects	4 standard subjects
Passes 2 subjects or fewer	4 standard subjects; or
	3 standard subjects + 1 other foundation subject; or
	2 standard subjects + 2 other foundation subjects; or
	1 standard subject + 3 other foundation subjects; or
	4 foundation subjects



How Subject-Based Banding Works

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

@ PRIMARY 4

Student sits for school-based examinations

School recommends a subject combination based on the student's results.

Parents fill up an option form indicating the preferred combination.

@ PRIMARY 5

Student takes subject combination chosen by parents

English Language, Mathematics, Science and Mother Tongue Language are available at standard and foundation levels.

Higher Mother Tongue Language is also available.

School assesses student's ability to cope with the current subject combination at the end of the year. Adjustments to the number of standard and foundation subjects can be made, if necessary.

@ PRIMARY 6

Student takes subject combination decided by his school and sits for the Primary School Leaving Examination (PSLE) at the end of Primary 6.



CEDAR PRIMARY SCHOOL

15 Cedar Ave, Singapore 349700

Tel: 6288 5633 Fax: 62830113

E-mail: cedar_ps@moe.edu.sg

www.cedarpri.moe.edu.sg

School Vision: Joyful Learners, Responsible Citizens and Creative Leaders in a Connected Community



Name: Jacob

Class: P4-RESPONSIBILITY

Dear Parents/Guardians,

SCHOOL RECOMMENDATION ON PUPIL'S SUBJECT COMBINATION AT PRIMARY 5 IN 2022

1. Based on your child/ward's academic records and our assessment of his/her performance, we recommend that he/she takes the following subject combination in Primary 5 in 2022:

English, Mathematics, Science and Mother Tongue at Standard Level

2. However, if you decide to choose an alternative subject combination for your child, do consider carefully, taking into consideration your child's performance and ability. The school will then arrange for an appointment with you to advise you on the possible implications. Please note that any subsequent changes to the subject combination will be decided by the school and based on your child's/ward's performance at the end of Primary 5.
3. Please indicate your decision in one of the boxes below; sign the form and return it to your child's form teacher by 20 November 2021. Should you need further clarification, please do not hesitate to contact your child's form teacher at 6288 5633. Thank you.
4. Thank you.

Dear Parents/Guardians,

SCHOOL RECOMMENDATION ON PUPIL'S SUBJECT COMBINATION AT PRIMARY 5 IN 2022

1. Based on your child/ward's academic records and our assessment of his/her performance, we recommend that he/she takes the following subject combination in Primary 5 in 2022:

English, Mathematics, Science and Mother Tongue at Standard Level and Higher Mother Tongue

2. However, if you decide to choose an alternative subject combination for your child, do consider carefully, taking into consideration your child's performance and ability. The school will then arrange for an appointment with you to advise you on the possible implications. Please note that any subsequent changes to the subject combination will be decided by the school and based on your child's/ward's performance at the end of Primary 5.

Dear Parents/Guardians,

SCHOOL RECOMMENDATION ON PUPIL'S SUBJECT COMBINATION AT PRIMARY 5 IN 2021

1. Based on your child/ward's academic records and our assessment of his/her performance, we recommend that he/she takes the following subject combination in Primary 5 in 2021:

English, Mathematics, Science and Mother Tongue at Foundation Level

2. However, if you decide to choose an alternative subject combination for your child, do consider carefully, taking into consideration your child's performance and ability. The school will then arrange for an appointment with you to advise you on the possible implications. Please note that any subsequent changes to the subject combination will be decided by the school and based on your child's/ward's performance at the end of Primary 5.

**CEDAR PRIMARY SCHOOL
SUBJECT-BASED BANDING (SBB)**

SCHOOL RECOMMENDATION ON PUPIL'S SUBJECT COMBINATION AT PRIMARY 5 IN 2022

Acknowledgement Slip

I allow my child to take the recommended subject combination as stated below in 2022.

English, Mathematics, Science and Mother Tongue at Standard Level

I would like to consider an alternative subject combination for my child in 2022. I understand that the school will contact me to provide more information and the possible implications about my choice.

Name: Jacob

Class: P4-RESPONSIBILITY

Name of Parent/Guardian: _____

Contact Number: _____

Signature & Date: _____

FOR OFFICIAL USE BY CEDAR PRIMARY SCHOOL

The school has received the signed acknowledgement slip from the parent/guardian.

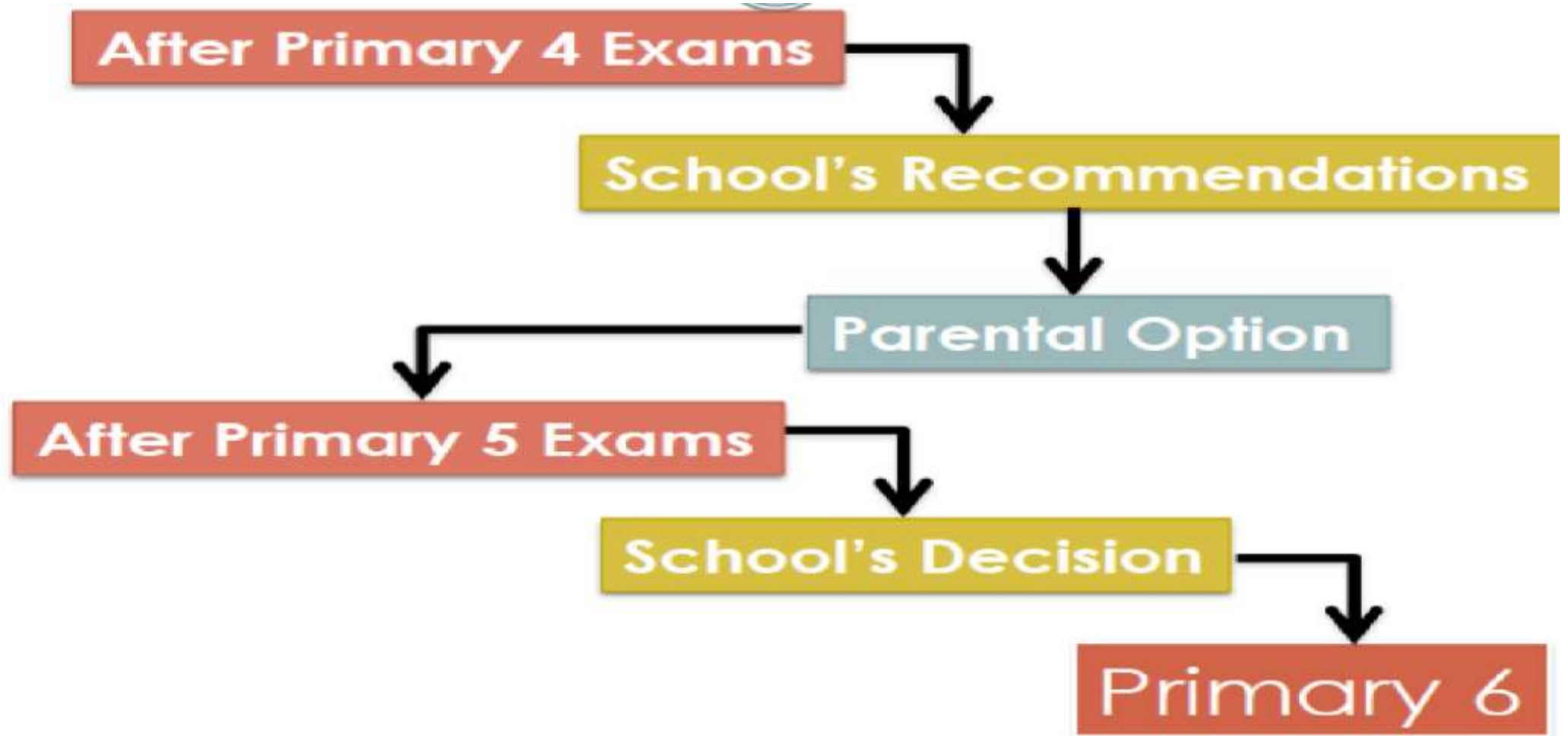
Name of P4 Form Teacher: _____

Signature and Date: _____



Overview of Subject-Based Banding

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity





School-Based Assessments

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Level	Term 1 Class Test 1	Term 2 Class Test	Term 3 Class Test 3	Term 4 End-of-Year Exam
Primary 4	10%	15%	15%	60%

Removal of Mid-Year Exams for all levels:

- In line with efforts to shift away from an over-emphasis on examinations, and nurture an intrinsic joy of learning.
- More time and space for students to further develop 21st Century Competencies and engage in more student-centric learning.



Learning Dispositions



What are Learning Dispositions?

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

Learning dispositions are habits of thinking and doing when the students are engaged in the learning process. They affect how students approach learning and therefore the outcomes of their learning.



CPS Learning Dispositions

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

Learning Dispositions	Alignment to CPS Vision, Value and Motto
1) Engagement in Learning	Vision: Joyful Learners
2) Drive to Learn	Vision: Joyful Learners; Value: Responsibility
3) Resilience	Value: Resilience; Motto: Effort Determines Success
4) Creativity	Value: Creativity; ALP: Creative & Inventive Thinking
5) Collaboration	Vision: A Connected Community



Levels of Development

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

Development of Learning dispositions is reported under Personal Qualities in the Holistic Development Profile (HDP):

Level of Development	Descriptor in the End-of-Year HDP
Demonstrates on a few occasions	Demonstrates to some extent
Demonstrates adequately some of the time	Demonstrates Adequately
Demonstrates adequately most of the time	Demonstrates Strongly
Demonstrates well and consistently all the time	Demonstrates Very Strongly

School-Home Partnership: Raising a Happy, Confident, and Kind Generation Together





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

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

3 areas where we can work together to foster SHP

1 Respectful Communication

2 Role Models

3 Real Connections





Respectful Communication

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

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



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



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



Communicate kindly and respectfully with one another





Role Models

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

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



Demonstrate healthy ways to manage stress, setbacks and difficult emotions



Show children it is okay to ask for help when struggling



Model self-care



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



Real Connections

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

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

Teach children to recognise
and communicate their
emotions effectively

Build strong bonds
through shared
experiences and
meaningful
conversations

Establish routines
that support mental
wellness (outdoor
time, sufficient sleep,
family time, limit
screen time, etc)





We value your partnership to raise a *'Happy, Kind, and Confident Generation Together'*

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

1 Respectful
Communication

2 Role Models

3 Real Connections





School-Home Communication

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Parents Gateway: Digitally Connecting Parents and School

- **one-stop mobile app** for parents and schools to communicate key administrative matters
- **updates** on programmes and activities
- allows **parents to** perform administrative functions such **as providing consent** for their children to participate in school activities



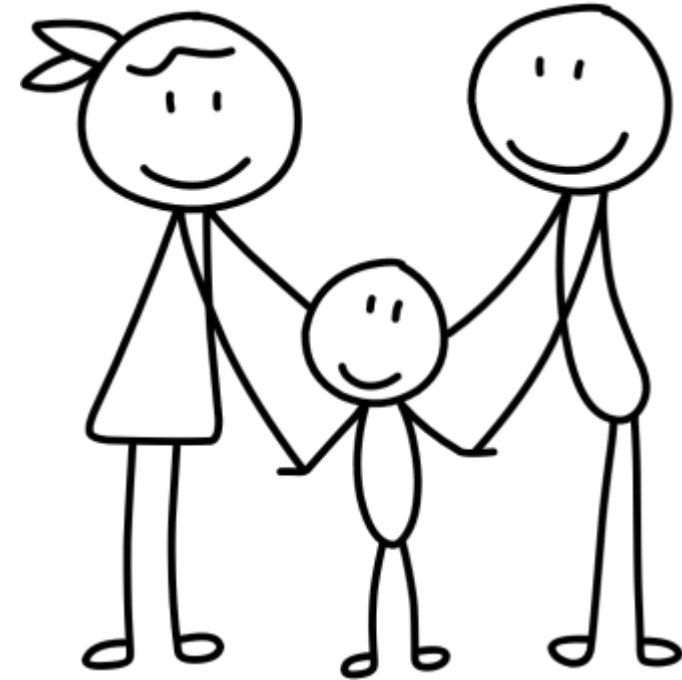
For more information, you may visit <https://pg.moe.edu.sg/faq>



Importance of Family Support



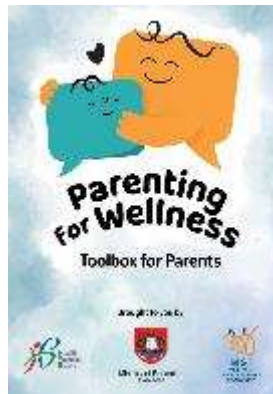
The Termly Check-In Surveys show that families are a **predominant source of support** when Primary School students are feeling stressed or anxious — demonstrating the **vital role parents play in their children's mental well-being.**



Parents are a predominant source of support for their child.



You can use **C.H.E.E.R** to guide your conversations and support your child.



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

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



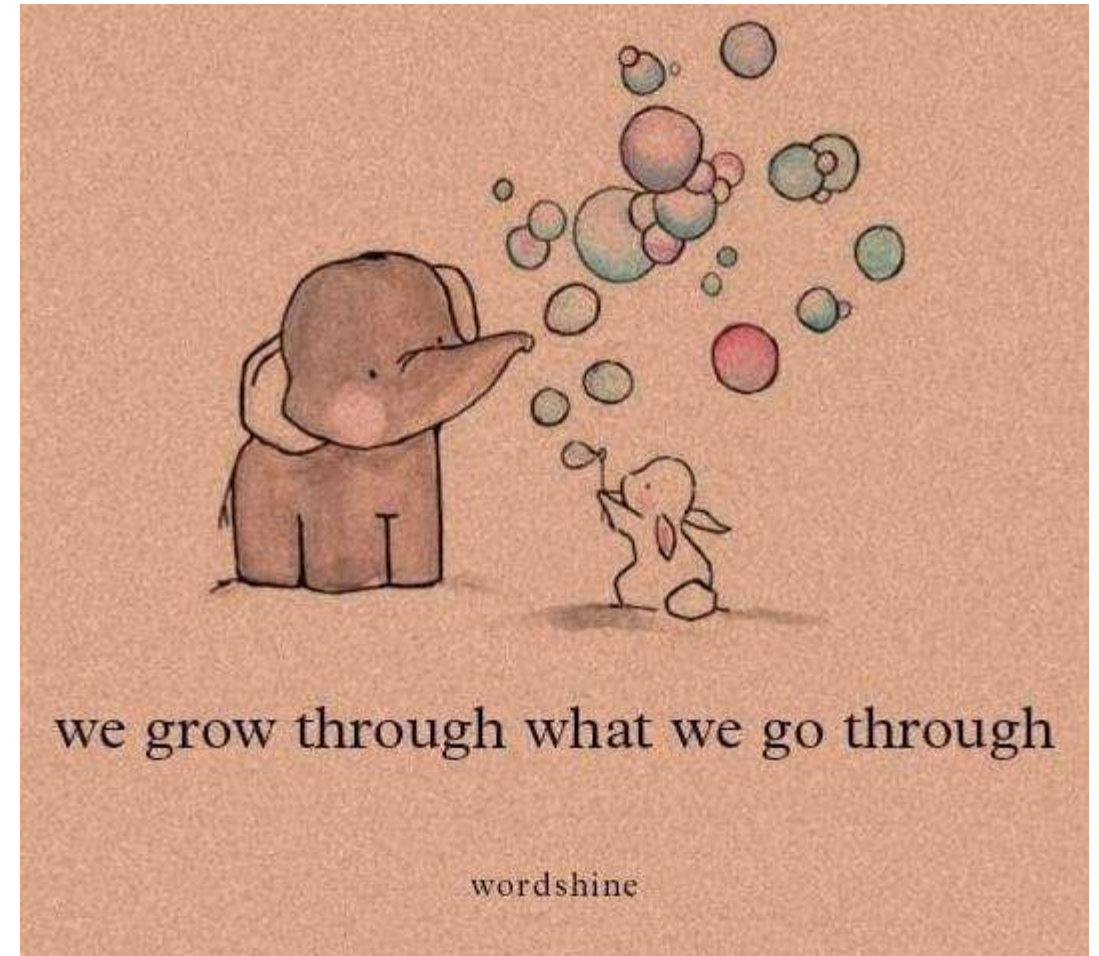
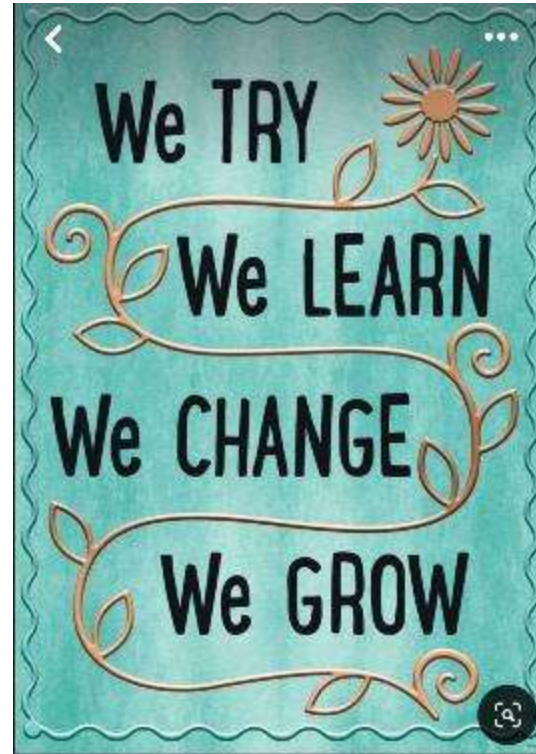
Reassure them



Growth Mindset

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Encourage perseverance and learning from challenges.
- Mistakes are opportunities to learn and grow





Cyber Wellness for Your Child



"How do we ensure that our young make the right choices, and survive well in the online world? (...) Schools can work with parents and make a big difference."

– Minister Ong Ye Kung, Committee of Supply Debate 2020





What is Cyber Wellness?

- Cyber Wellness is about our students being able to navigate the cyber space safely.
- This is done through our curriculum which aims to
 - **equip students with the knowledge and skills** to harness the power of Information and Communication Technology (ICT) **for positive purposes;**
 - maintain a **positive presence in cyberspace;** and
 - be **safe and responsible users of ICT.**



Did you know?

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

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

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

What does this mean?

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

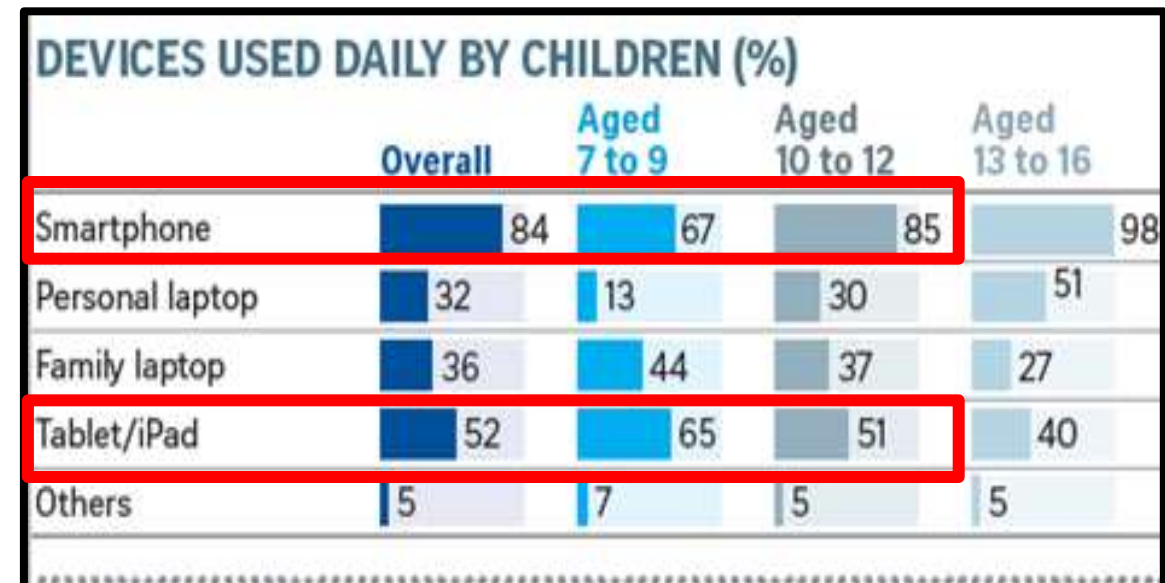


CURRENT REALITY

Children are going online from a younger age

CURRENT REALITY

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





Promote Cyber Wellness at Home

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Tip 1: Guide your child on time spent online and online etiquette



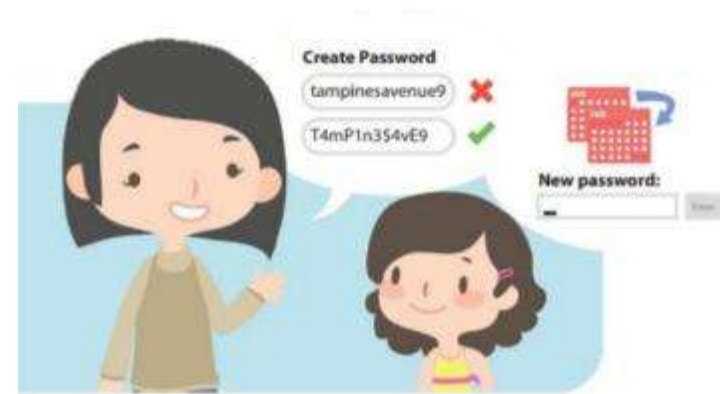
- Ask your child what he/she enjoys doing online.
- Through conversations, decide on your child's screen time limit
- Regularly check with your child about the types of conversations in their chat groups or social media.
- Advise him/her not to post comments that might hurt others.
- Encourage him/her to alert the teachers if they encounter cyber-bullying, or if a friend/classmate is getting bullied online.



Promote Cyber Wellness at Home

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Tip 2: Teach your child to stay safe online



- Remind your child not to chat or share personal information with strangers online.
- Guide him/her to set strong passwords, and ignore suspicious links/files sent by strangers or in pop-up boxes.






Promote Cyber Wellness at Home

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

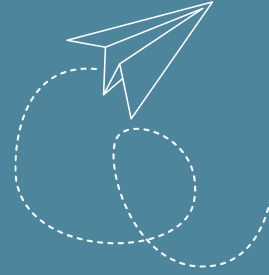
Tip 3: Guide your child to behave responsibly online



- Encourage your child to verify information with multiple sources. Get them to check with you or a trusted adult when in doubt.
- Have an open discussion with your child on harmful internet content.
- Explain to him/her the necessity of parental control and privacy filters, if you intend to install them in their digital devices.



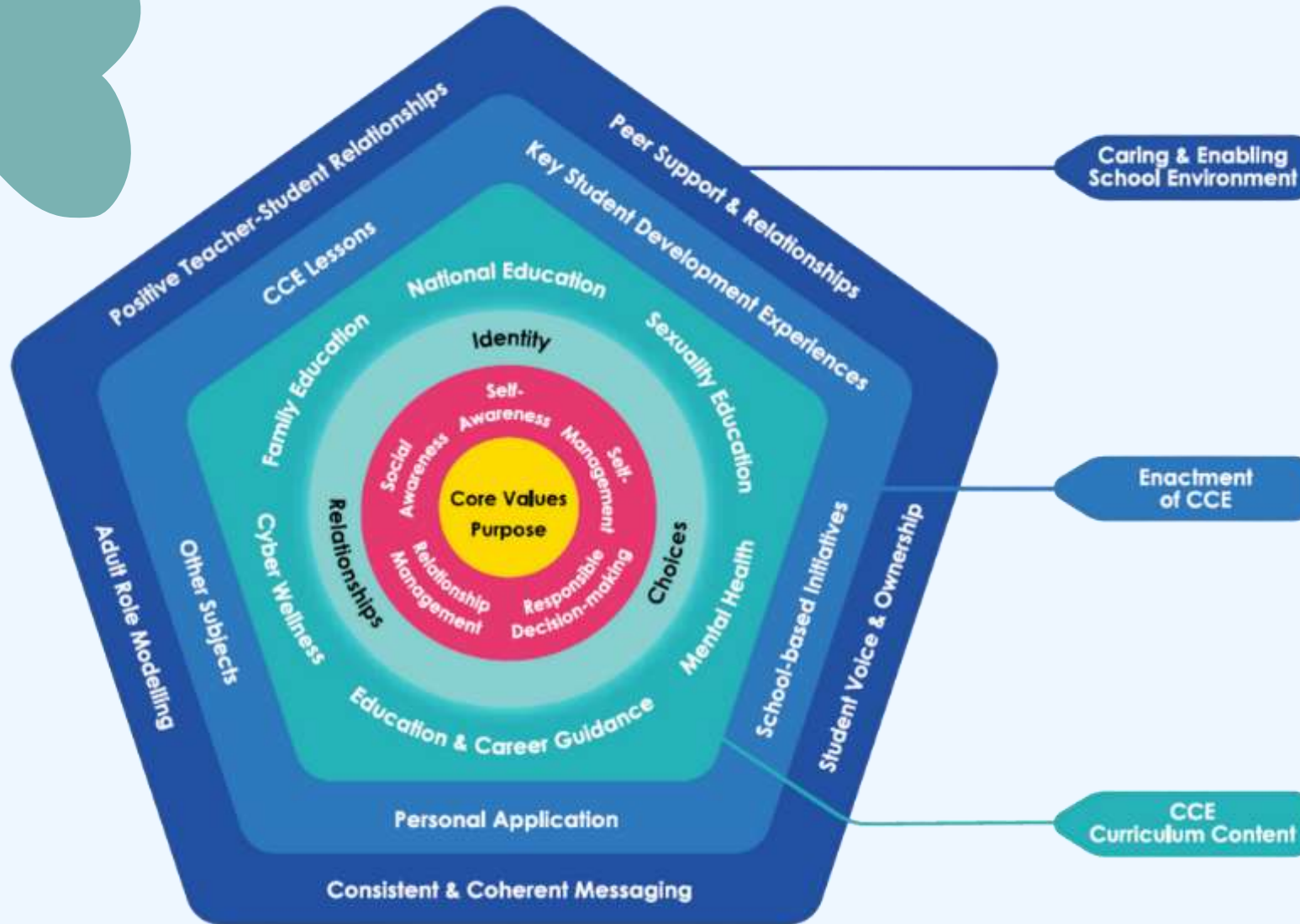
CHARACTER AND CITIZENSHIP EDUCATION (CCE)

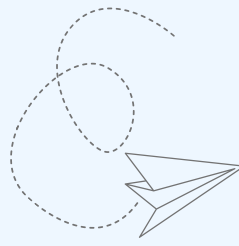


Curriculum Briefing for P4 Parents 2026



CCE 2021 CURRICULUM FRAMEWORK





Goals of Character and Citizenship Education (CCE)

**Good
Character**

**Resilience
&
Well-Being**

**Active
Citizenship**

**Future-
Readiness**





OVERVIEW OF CCE CURRICULUM (P4)



CCE (FTGP)	CCE (MTL)	Student Development Experiences
<ul style="list-style-type: none">• Cyber Wellness• Education and Career Guidance• Family Education• Mental Health• National Education	<ul style="list-style-type: none">• Aligned with CCE (FTGP) lessons• Lessons based on 6 core values (R3ICH)	<ul style="list-style-type: none">• National Education (NE) Commemorative Days• Values in Action (VIA) Project• Cohort Learning Journey





CITIZENSHIP DISPOSITIONS



A Sense of Belonging

To develop a deeper understanding of who we are as Singaporeans, and a shared understanding of the values that are important to us as a nation.



A Sense of Reality

To be aware of contemporary realities - including Singapore's constraints and vulnerabilities - which affect us as a nation amidst the backdrop of a less predictable world.

A Sense of Hope

To have confidence and optimism in Singapore's future and the resilience to face the challenges ahead.

The Will to Act

To be active citizens who have a collective resolve and a sense of shared mission towards building a Singapore for all.

CYBERWELLNESS EDUCATION



Responsible and Respectful Internet Use 1 Date: _____

Helpful or Harmful?

The online activities that we engage in can be helpful or harmful to us. Use the stickers on page 55 to identify the ways that they are harmful or helpful. In the blanks, write down one more way that is either harmful or helpful.

1. When I play online games, I...	Helpful or Harmful?
may come across inappropriate words and violent actions.	Paste sticker from page 55.
feel proud after completing missions/quest.	Paste sticker from page 55.
	Paste sticker from page 55.
2. When I share an online video, picture or link, I...	Helpful or Harmful?
can share information quickly with people who are far away.	Paste sticker from page 55.
may unintentionally send private information to many people.	Paste sticker from page 55.
	Paste sticker from page 55.

20 Do My Best

Responsible and Respectful Internet Use 2 Date: _____

Online Dilemma

When faced with a dilemma, S.Q.D.A.S. can help us decide what to do. Work with a partner to try using S.Q.D.A.S. in the example below.

Situation What is the situation?	You are working on a Science project which is due in three days. You find a photo on the Internet that you want to use.
Options What are my options?	Option 1: Copy and paste the photo from the Internet, as I do not see the copyright symbol ©. Option 2: Seek help from a trusted adult to get consent from the photographer before using the photo.
Disadvantages List 1 disadvantage of each option.	Option 1: _____ Option 2: _____
Advantages List 1 advantage of each option.	Option 1: _____ Option 2: _____
Solution Consider your options and write down your solution.	Solution: _____

24 Do My Best

- Understanding what responsible behaviour entails when exploring cyberspace
- Learning the knowledge, skills, values, and attitudes one should possess to protect oneself online

A Sense of Reality

MENTAL HEALTH EDUCATION

- Building Resilience in our children
- Managing emotions and stress



I Am an Influencer! ①

Positive and Negative Influence!

Positive influences make you want to do something good for yourself or others.
 Negative influences make you want to do something bad for yourself or others.

Are the following positive or negative influences?
 Circle (👍) for positive and (👎) for negative.

My classmate sprained her ankle and my friend suggested to help her buy food during recess.	<input type="radio"/> 👍 <input type="radio"/> 👎
I was very upset about my test results and did not want to tell my parents. My friend suggested to lie that we have not received the results yet.	<input type="radio"/> 👍 <input type="radio"/> 👎
I was playing with my friends during recess and a classmate asked if she could join us. My friends told me to ignore her.	<input type="radio"/> 👍 <input type="radio"/> 👎
I told my friends about an exciting video game that I was playing late into the night. My friends advised me to spend less time on video games and sleep early.	<input type="radio"/> 👍 <input type="radio"/> 👎
My classmate was bullied by an older student. My friend asked me to tell the senior to stop the bullying.	<input type="radio"/> 👍 <input type="radio"/> 👎

Overcoming Challenges ①

What is Stress?

Read the statements below about stress and decide if they are true or false. Circle your answer.

1. Stress is a normal part of our everyday life. True False
2. Stress is our bodies' natural reaction to challenges. True False
3. Stress is always bad for us. True False
4. Stress prepares us to take action and overcome our challenges. True False

I Can Be a Positive Influence!

Circle the ways that you can be a positive influence.

I will be a positive influence by...

- Offering to help others when they are in need.
- Making good choices so that I can be a good example to others.
- Being kind to others.
- Standing up against bullies.
- Reminding my friends and myself to practice healthy habits.
- Asking my friends on the right things to do.

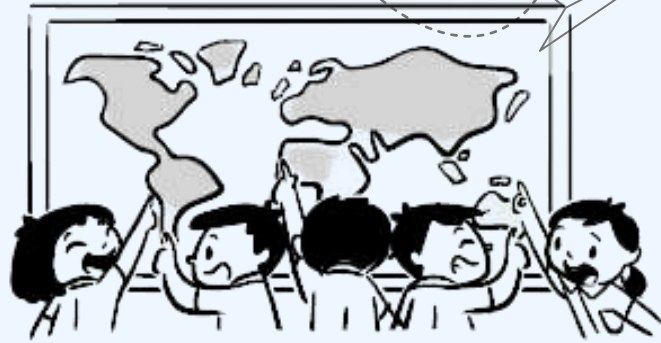
Other ways: _____

A Sense of Hope

NATIONAL EDUCATION (NE) COMMEMORATIVE DAYS



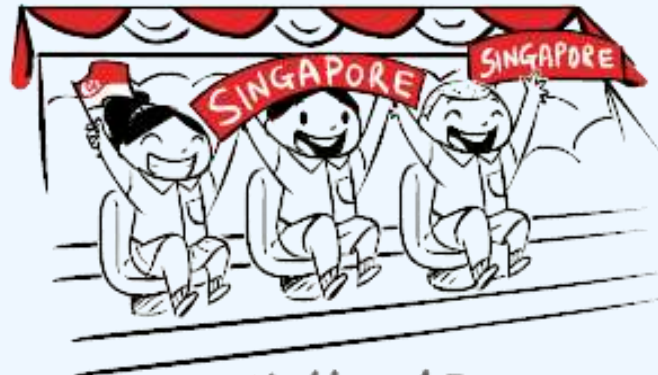
Total Defence Day



International Friendship Day



Racial Harmony Day



National Day



Harmony Begins with Me Date: _____

Understanding and Appreciating Different Cultures

What can you say or do to respond respectfully to people?

Write down some respectful responses here:

In summary:

- We must be sensitive and respectful in our words and actions towards someone who is different.
- If you see or hear negative remarks made about someone who is different, it is important to be calm and respond respectfully and appropriately.
- We should influence our friends to do the same.

Family Activities

- Share with your family members about the actions and behaviours you can take as Racial Harmony Champions.
- Look out for the Racial Harmony Day edition of Kidzville Times. Adventure! You'll find interesting stories and fun activities that you can share with your family.

We did it together!

Parents' / Guardians' Signature

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Our Families, Our Stories Date: _____

Our Fond Memories

How often did we sing and see family to a house to watch the National Day Parade (NDP) together?

Yeah, do you recall the days when we used to be part of the marching contingent for NDP?

Of course! That was when we had our own parade. It was so exciting to march in front of 50,000 people!

The NDP used to be held at the National Stadium. I remember attending a few concerts there as well.

You also took like 100 regularly on dates to the fast food drive-thru nearby!

How, that was ages ago and you can still remember!

Of course we remember! I have even took your wedding photos at the occasion!

Yes, these special photos really bring back fond memories!

Dad, where did you and Mum have your wedding photos?

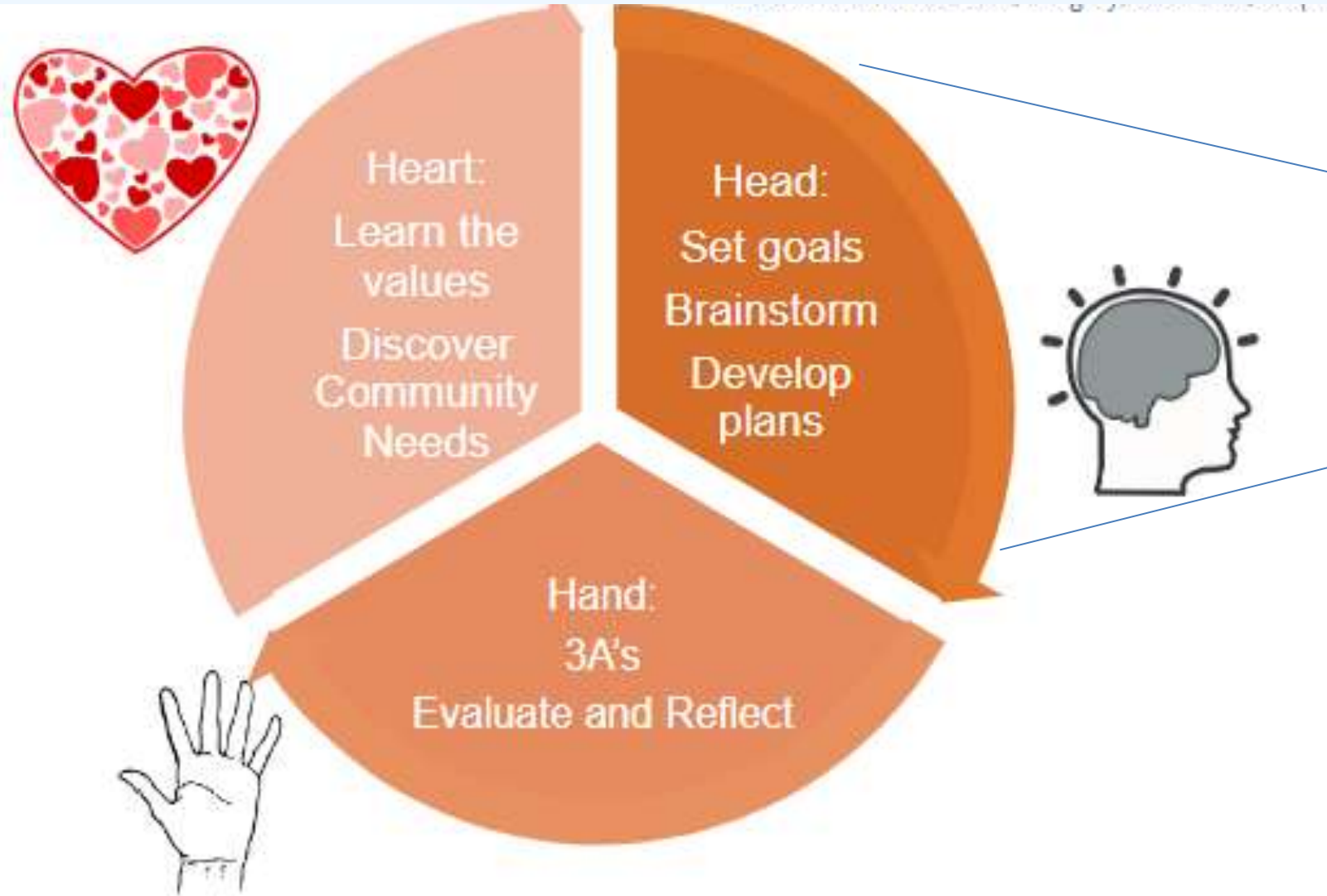
That must have special place for you, Uncle David! For me, the playground is special because I enjoy playing with my friends there.

Oh, we took ours at the National University of Singapore, the place your mother and I met!

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A Sense of Belonging

VALUES IN ACTION FRAMEWORK



Collaboration with our school's Creative and Inventive Thinking programme to brainstorm ideas that have a positive feedback on the community

VALUES IN ACTION PROJECT

MY CARING CLASSROOM



Kindness Mascot

Students design and produce a **Kindness Mascot** to promote friendliness, helpfulness, and respectful behaviour within the classroom.

Students use recyclable materials to create prototype/product.

Compliment Carousel

Students design and produce a **Compliment Carousel** to encourage them to give compliments to classmates.

Learning Outcomes:

Students will be able to:

- Create a joyful, enabling and caring classroom environment
- Reflect on actions and evaluate the outcomes achieved.

The Will to Act

LEARNING JOURNEY TO KRETA AYER HERITAGE GALLERY (TERM 3)



- Provide opportunities to explore their Singaporean identity through the arts, culture and heritage
- Tie in with Social Studies Lessons

**A Sense of Belonging
A Sense of Reality**



Let's work together to help our children grow into joyful learners and responsible citizens, anchored on the right values and filled with a sense of purpose and hope for a bright future!

