

 Cedar Primary School

# P4 Parent Engagement Webinar 2025

MacPherson Sports Hall





# Holistic Education

*Effort Determines Success*

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

## Our students

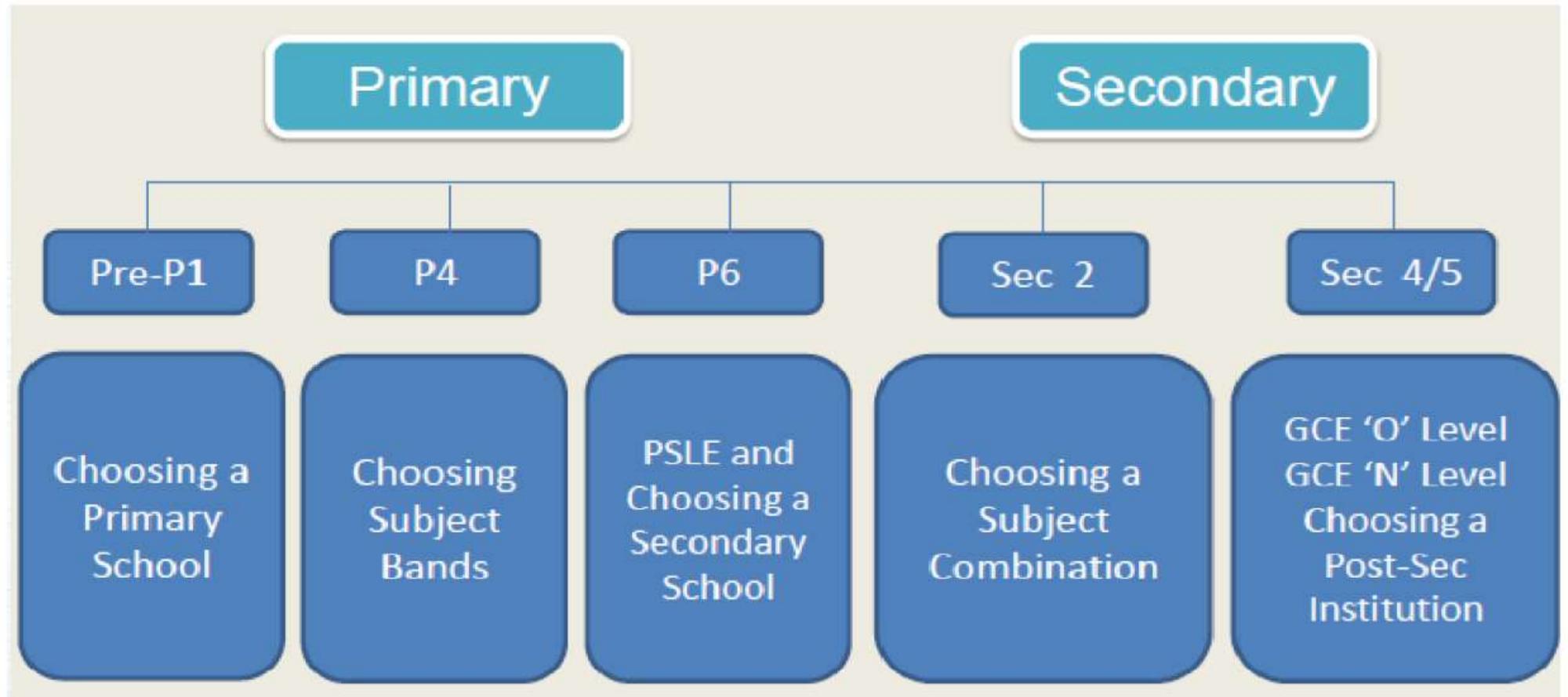
*Our holistic education encourages your child to learn more and develop a curiosity that goes beyond formal education. Learn how your child can discover and nurture their strengths and interests, cultivate important values, and realise their full potential to seize opportunities of the future.*





# 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?

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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

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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.

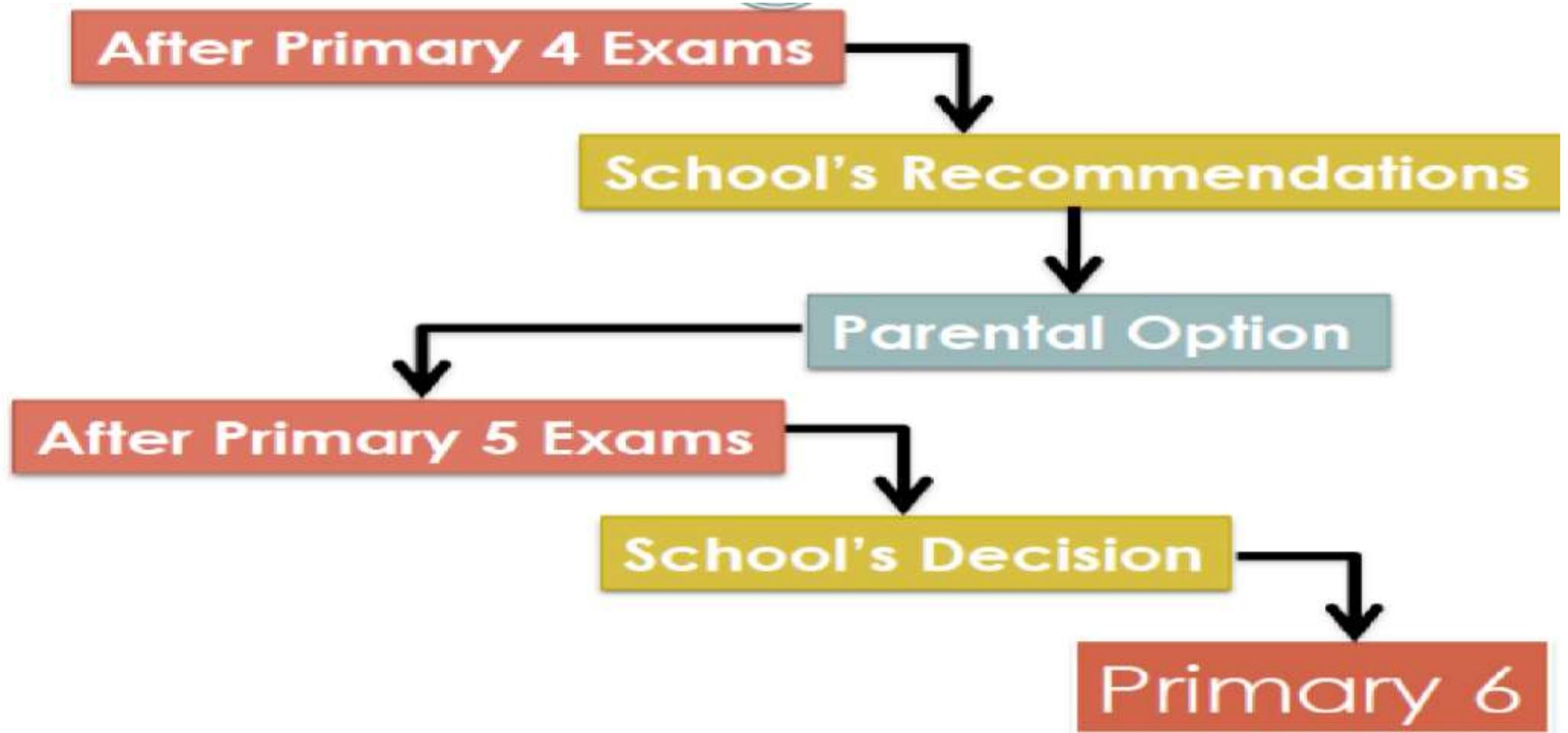
Name of P4 Form Teacher: \_\_\_\_\_

Signature and Date: \_\_\_\_\_



# Overview of Subject-Based Banding

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





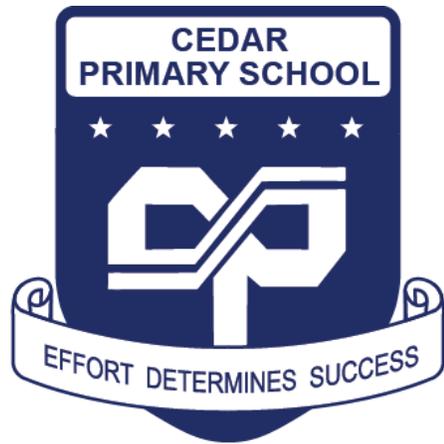
# School-Based Assessments

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 our 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

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# What are Learning Dispositions?

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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

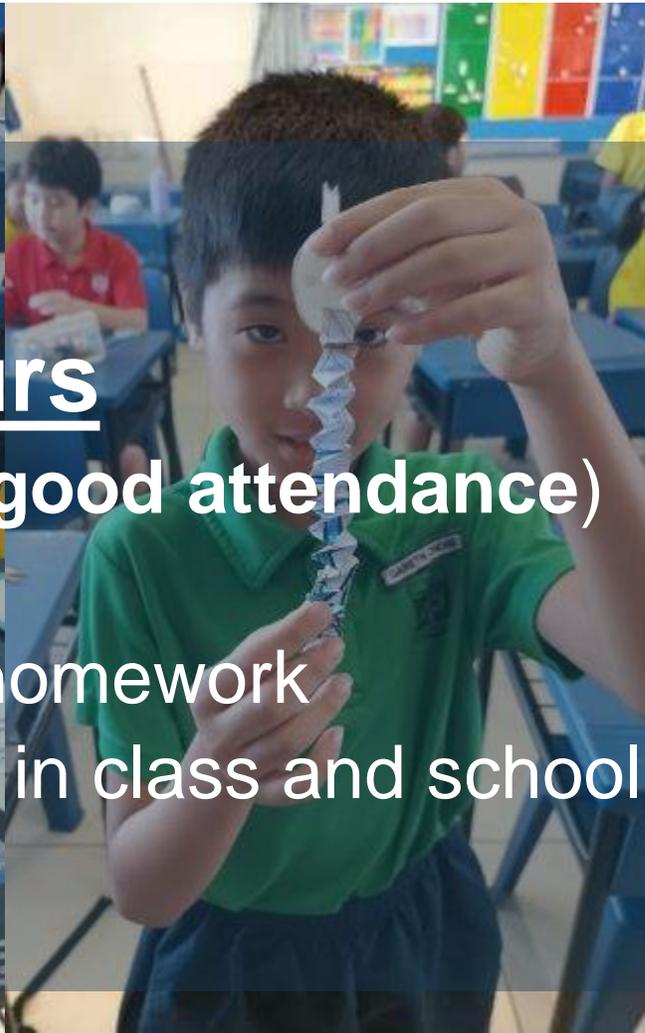


# (1) Engagement in Learning

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

## Observable Behaviours

- Comes to school regularly (good attendance)
- Pays attention in class
- Completes class work and homework
- Participates enthusiastically in class and school activities



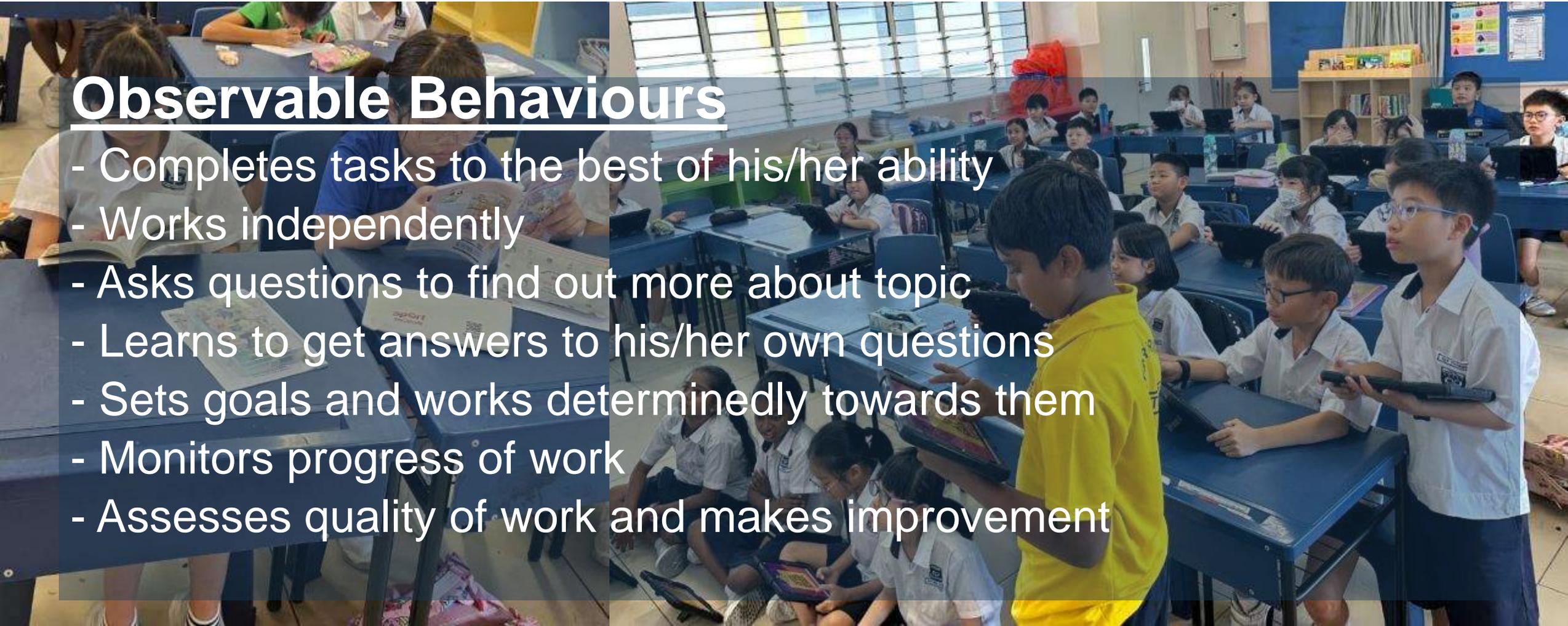


## (2) Drive to Learn

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

### Observable Behaviours

- Completes tasks to the best of his/her ability
- Works independently
- Asks questions to find out more about topic
- Learns to get answers to his/her own questions
- Sets goals and works determinedly towards them
- Monitors progress of work
- Assesses quality of work and makes improvement





# (3) Resilience

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

## Observable Behaviours

- Keeps trying despite failures or challenges
- Adapts to changes readily
- Accepts feedback and uses it to improve performance
- Manages stress effectively



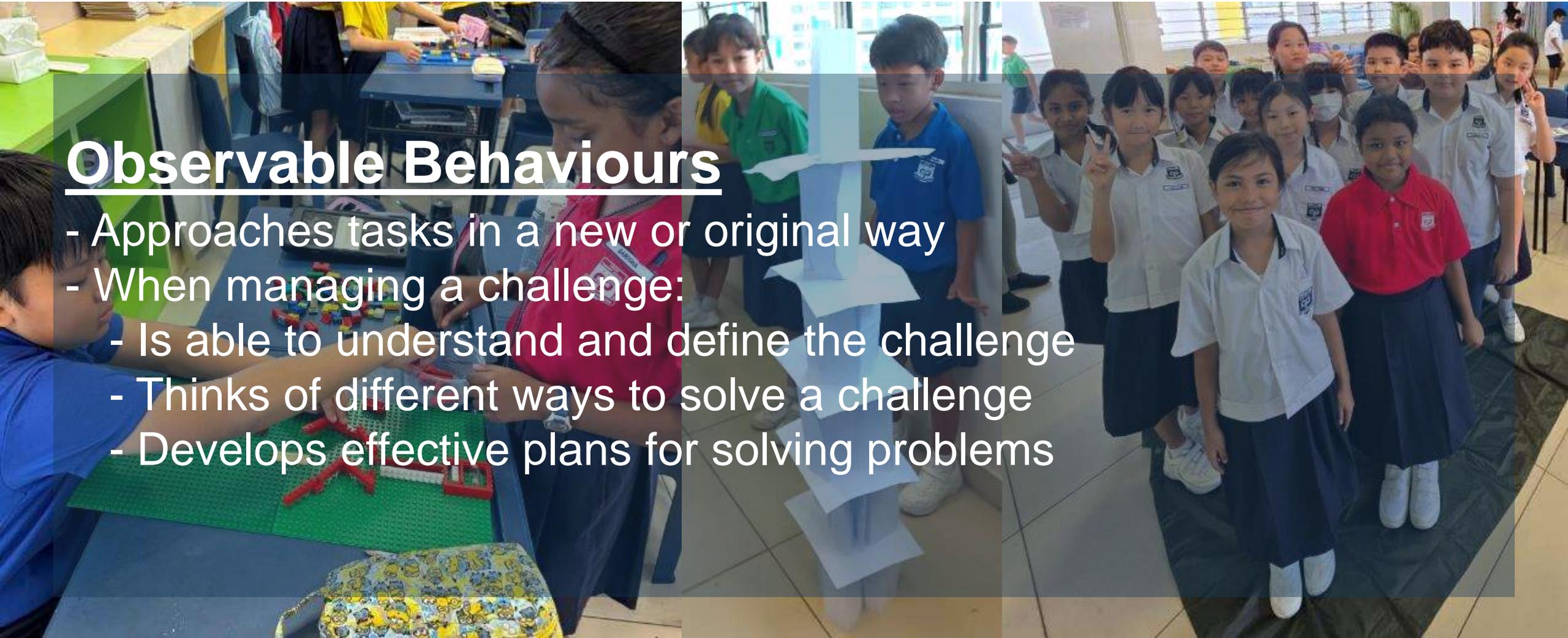


# (4) Creativity

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

## Observable Behaviours

- Approaches tasks in a new or original way
- When managing a challenge:
  - Is able to understand and define the challenge
  - Thinks of different ways to solve a challenge
  - Develops effective plans for solving problems



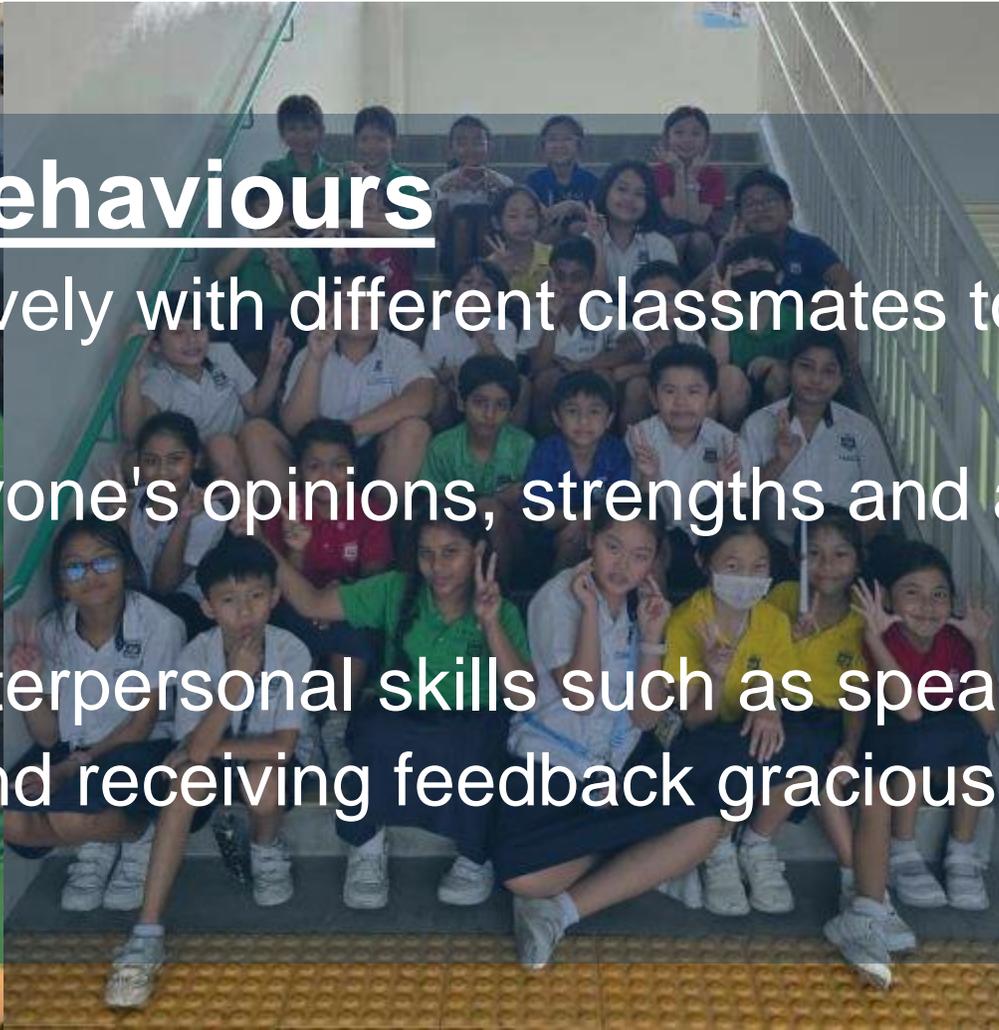
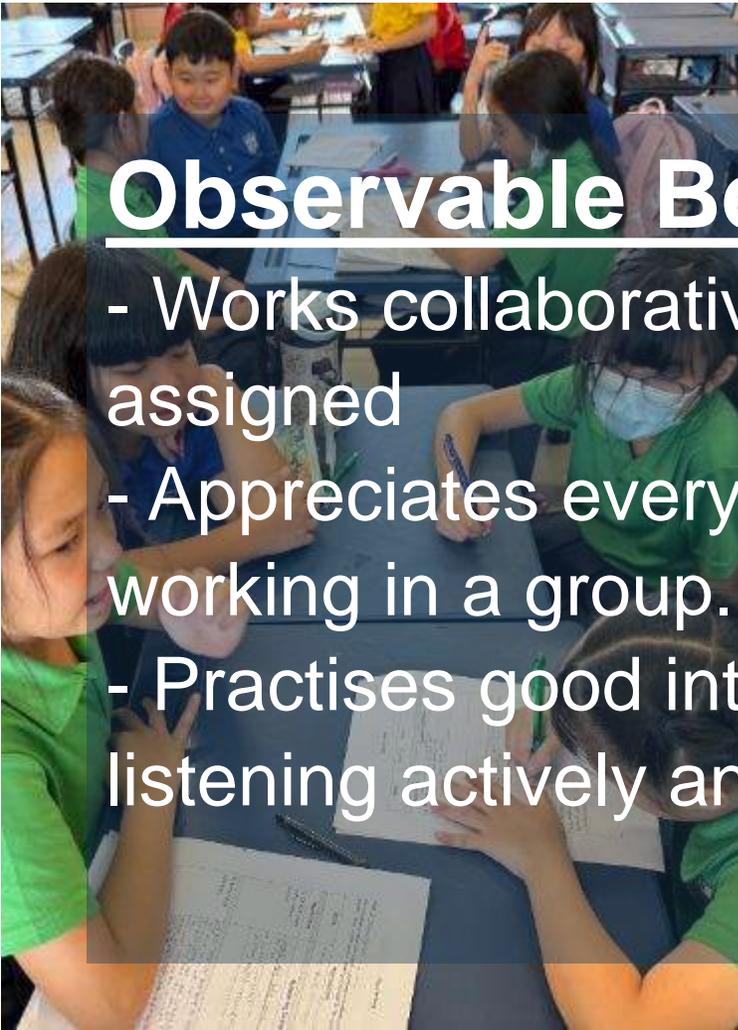


# (5) Collaboration

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

## Observable Behaviours

- Works collaboratively with different classmates to complete tasks assigned
- Appreciates everyone's opinions, strengths and abilities when working in a group.
- Practises good interpersonal skills such as speaking respectfully, listening actively and receiving feedback graciously





# Levels of Development

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

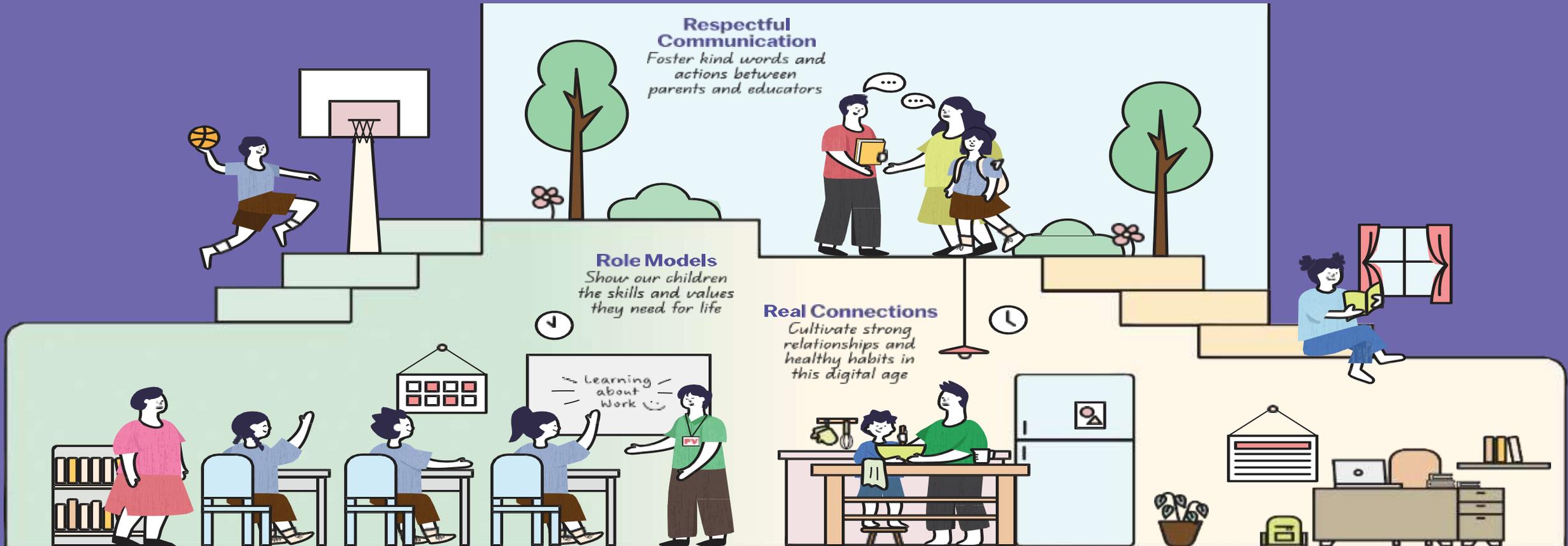
Development of Learning dispositions is reported under Personal Qualities in the Holistic Development Profile (HDP):

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

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



# Raising a Happy, Confident, and Kind Generation Together





## Respectful Communication

Foster kind words and actions  
between parents and educators



- **Let us listen to and understand each other's perspectives and concerns regarding each child.**
- **Communicate kindly using official channels:**
  - Leave a message in the Student Handbook or with the General Office (*e.g. to inform us that your child is unable to attend school*)
  - Email your child's/ward's form/subject teachers.
- **Respect each other's time by communicating during working hours.**
  - We seek your understanding to contact us during official school operating hours (**7 am to 5 pm, Monday to Friday** on school days)
- **Model the use of courteous and respectful communication and acceptable social norms through daily interactions**
  - help your child learn how to engage in respectful conversations so that he/she can become a better communicator, friend and support to others.



# 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>



## Role Models

Show our children the skills and values they need for life



- **Practise gratitude and find joy in everyday experiences with our children**
- **Instil confidence by encouraging responsibility and believing in each child's abilities.**  
Encourage your child to
  - Attempt his/her homework on his/her own and submit on time
  - Be punctual for school
  - Be school ready – pack the bag, wallet and/or recess food daily
- **Model good values in words and actions, at school and at home.**
  - **Reiterate our school values of Kindness, Integrity, Resilience, Responsibility and Creativity** as depicted in the Mark of a Cedarian, which is found in our Student Handbook
  - Use **Growth Mindset language** and **Well-being strategies** taught to help students cope with challenges, stress and to manage self.



## Real Connections

Cultivate strong relationships and healthy habits in this digital age



- **Build strong bonds through shared experiences and meaningful conversations.**
  - Reading together daily for at least 20 minutes.
  - Exposing your child to different social situations with extended family and peers during social activities like family gatherings and CCA and camps both in and out of school.
- **Establish good habits for our children to stay confident and in control of their technology use.**

**The Habits include:**

  - Sleeping at regular hours to ensure sufficient sleep – about 9 hours each night.
  - Limit use of mobile and gaming devices
  - Designate a specific quiet study area at home
  - Ensure focus and no distractions whilst doing/revising schoolwork.
- **Provide a balanced mix of engaging online and offline activities, at school and at home.**



# Growth Mindset

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

Embrace challenges  
Persevere in the face of failures  
Talents and abilities can be developed  
Focus on the process not the outcome

Find inspiration in others success  
Engage deeply and process the error with a desire to correct it  
Accept criticism as a way to learn  
Embrace novelty with a desire to master new skills

Look for people who challenge them to grow  
Leads to collaboration and innovation



*Growth Mindset*

*Fixed Mindset*



Avoid challenges  
Give up easily  
Talents and abilities are fixed  
Focus on the outcome

Feel threatened by the success of others  
Run from error, do not engage with it with a desire to look smart  
Ignore negative feedback even though it may be useful  
Avoid new experiences with fear of failure

Look for people who can reinforce their self esteem  
Can lead to cheating and deception



# Growth Mindset

- Believe that every child wants to and can learn
- View mistakes as learning opportunities
- Focus on learning not grades
- Learn to be resilient

**The Power of Yet**

I'm not good at this...  
**YES**

It doesn't work...  
**YES**

I don't understand this...  
**YES**

I can't do this...  
**YES**

This doesn't make sense...  
**YES**



**Growth Mindset**

**Change your words, change your mindset!**

I can \_\_\_\_\_

I can \_\_\_\_\_

I can \_\_\_\_\_

I can't \_\_\_\_\_

yet, but I will keep trying until I can!

29



# 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





# Did you know?

**67% of children aged seven to nine in Singapore use smartphones every day, and are active on social media**



## Parents may not be aware of the online risks

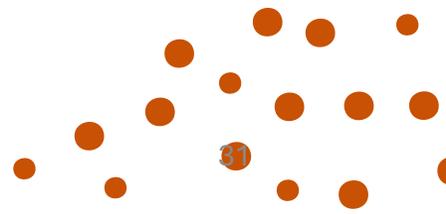
Parents might not be aware, but...

**1 in 3** children has chatted with strangers online

**1 in 3** children has been exposed to pornographic materials

**1 in 4** children has overshared their personal information

Source: MLC-TOUCH Parent Child Poll Findings, 22 Aug 2023



DEVICES USED DAILY BY CHILDREN (%)

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
Smartphone	84	67	85	98
Personal laptop	32	13	30	51
Family laptop	36	44	37	27
Tablet/iPad	52	65	51	40
Others	5	7	5	5

Source: The Straits Times, 7 Feb 2021

Age when they started using social media

Current age/ Starting age	Overall	Age 7 to 9 years old	Age 10 to 12 years old	Age 13 to 16 years old
3 years old or below	9%	17%	6%	4%
4-6 years old	25%	42%	24%	11%
7-9 years old	39%	41%	46%	31%
10-12 years old	22%	NA	24%	40%
13-16 years old	5%	NA	NA	14%



## 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.**



# 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

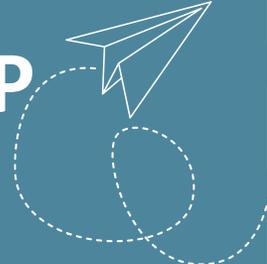
## Tip 3: Guide your child to behave responsibly online



- 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.



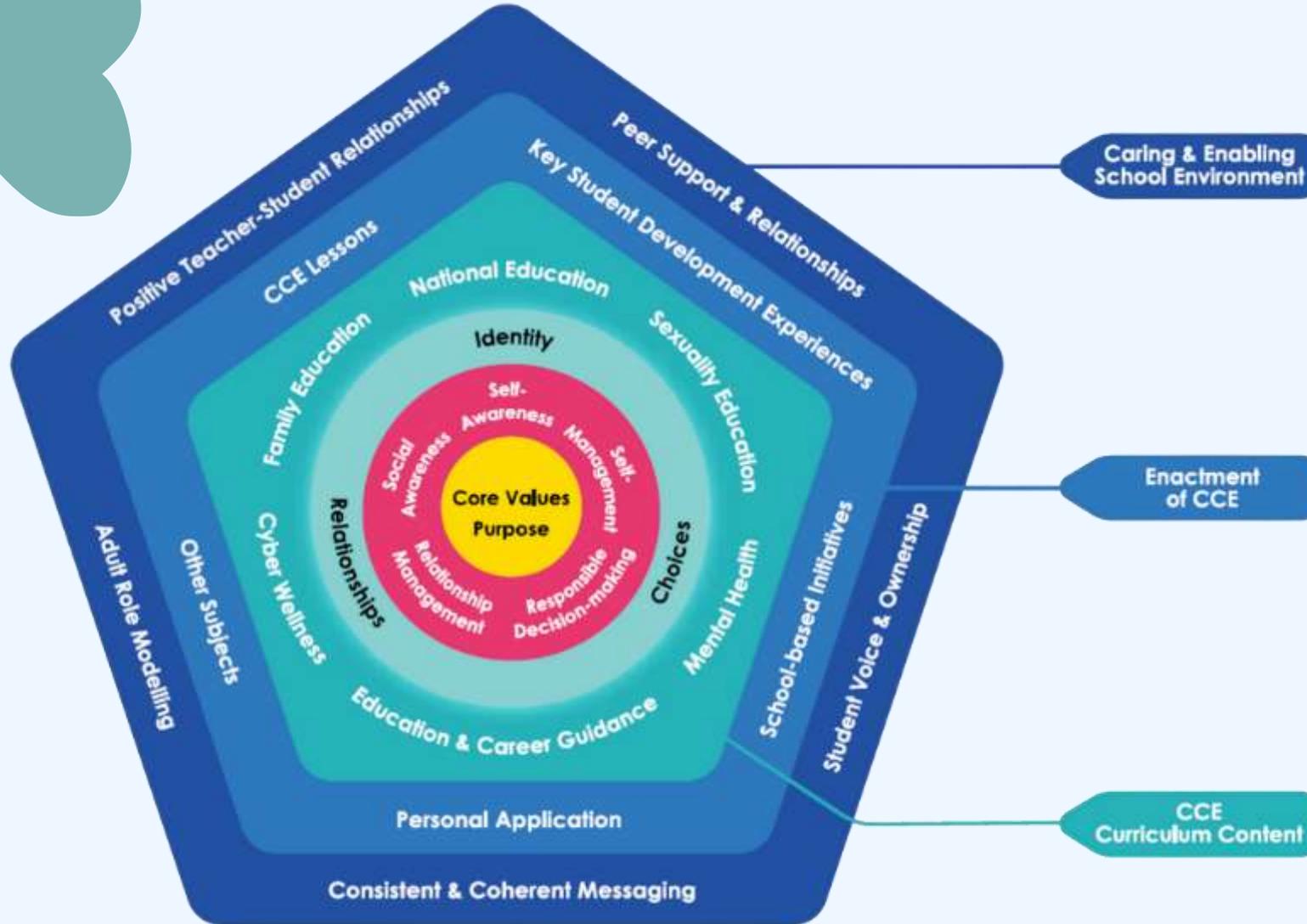
# CHARACTER AND CITIZENSHIP EDUCATION (CCE)

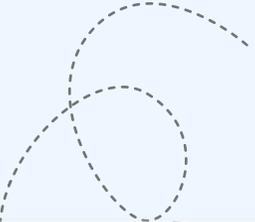


## Curriculum Briefing for P4 Parents 2025



# CCE 2021 CURRICULUM FRAMEWORK





# Goals of CCE 2021



**Good  
Character**



**Resilience  
&  
Well-Being**



**Active  
Citizenship**



**Future-  
Readiness**





# 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.



# OVERVIEW OF CCE CURRICULUM (P4)



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



# CYBERWELLNESS EDUCATION



**Responsible and Respectful Internet Use ①**

## 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.

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

20 On My Well

**Responsible and Respectful Internet Use ②**

## Online Dilemma

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

<p><b>Situation</b></p> <p>What is the situation?</p>	<p>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.</p>
<p><b>Options</b></p> <p>What are my options?</p>	<p><b>Option 1:</b> Copy and paste the photo from the Internet, as I do not see the copyright symbol ©.</p> <p><b>Option 2:</b> Seek help from a trusted adult to get consent from the photographer before using the photo.</p>
<p><b>Disadvantages</b></p> <p>List 1 disadvantage of each option.</p>	<p>Option 1: _____</p> <p>Option 2: _____</p>
<p><b>Advantages</b></p> <p>List 1 advantage of each option.</p>	<p>Option 1: _____</p> <p>Option 2: _____</p>
<p><b>Solution</b></p> <p>Consider your options and write down your solution.</p>	<p>Solution: _____</p> <p>_____</p>

24 On My Well

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

# FAMILY EDUCATION

School-home partnership is key to the development of good character and citizenship.



**Family 7-1000** **Family Activities**  
Share and discuss good cybersecurity habits that your family can practise together. Complete the Student Learning Space (SLS) lesson 'Cybersecurity: Protect Your Devices [Upper Pri]' together as a family.

**We did this together!**  
Parent's / Guardian's signature

**A Note to Parents/Guardians:**  
Do refer to this resource on tips to keep your child safe in the cyberworld.

**23**  
Do My Best

CCE (FTGP)

**第三课** 日期: \_\_\_\_\_  
你在面对以下情况时,可以说什么来鼓励自己呢?  
Situation

从今天起,你想准时上学。  
Situation

我能得到。我可以找人帮忙。 我能得到。我可以找人帮忙。  
Encourage

我能得到。我可以找人帮忙。  
Encourage

**家庭时间** 鼓励孩子跟你分享他在学校里所经历的变化和积极应对它的方法。  
Situation

**24** 鼓励: encourage

CCE (MTL)

**Pelajaran 3** Tarikh: \_\_\_\_\_  
Bulatkan kata-kata semangat yang boleh kamu katakan kepada diri sendiri dalam setiap situasi.

我能得到。我可以找人帮忙。 我能得到。我可以找人帮忙。  
Encourage

我能得到。我可以找人帮忙。  
Encourage

我能得到。我可以找人帮忙。  
Encourage

**24** 鼓励: encourage

**பாடல் 3** திகதி: \_\_\_\_\_  
உமது சூழ்நிலைகளில் உமது வலுவான சொற்களை உமது தாய்மொழியில் எழுதிக்கொள்ளுமா?

我能得到。我可以找人帮忙。 我能得到。我可以找人帮忙。  
Encourage

我能得到。我可以找人帮忙。  
Encourage

我能得到。我可以找人帮忙。  
Encourage

**24** 鼓励: encourage

# MENTAL HEALTH EDUCATION

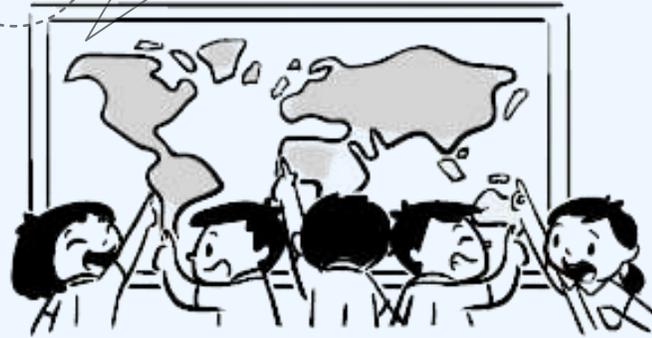
- Building **Resilience** in our children
- **Managing emotions** and stress



# NATIONAL EDUCATION (NE) COMMEMORATIVE DAYS



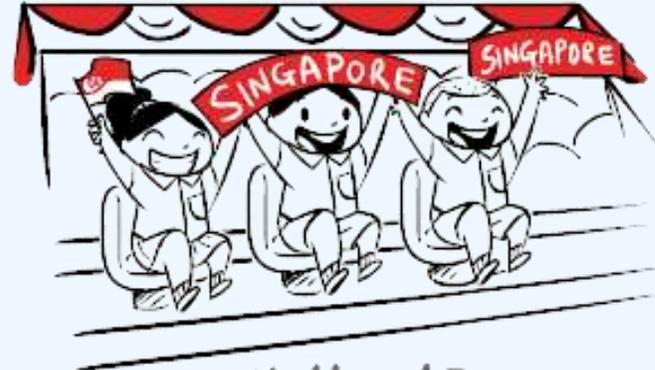
*Total Defence Day*



*International Friendship Day*



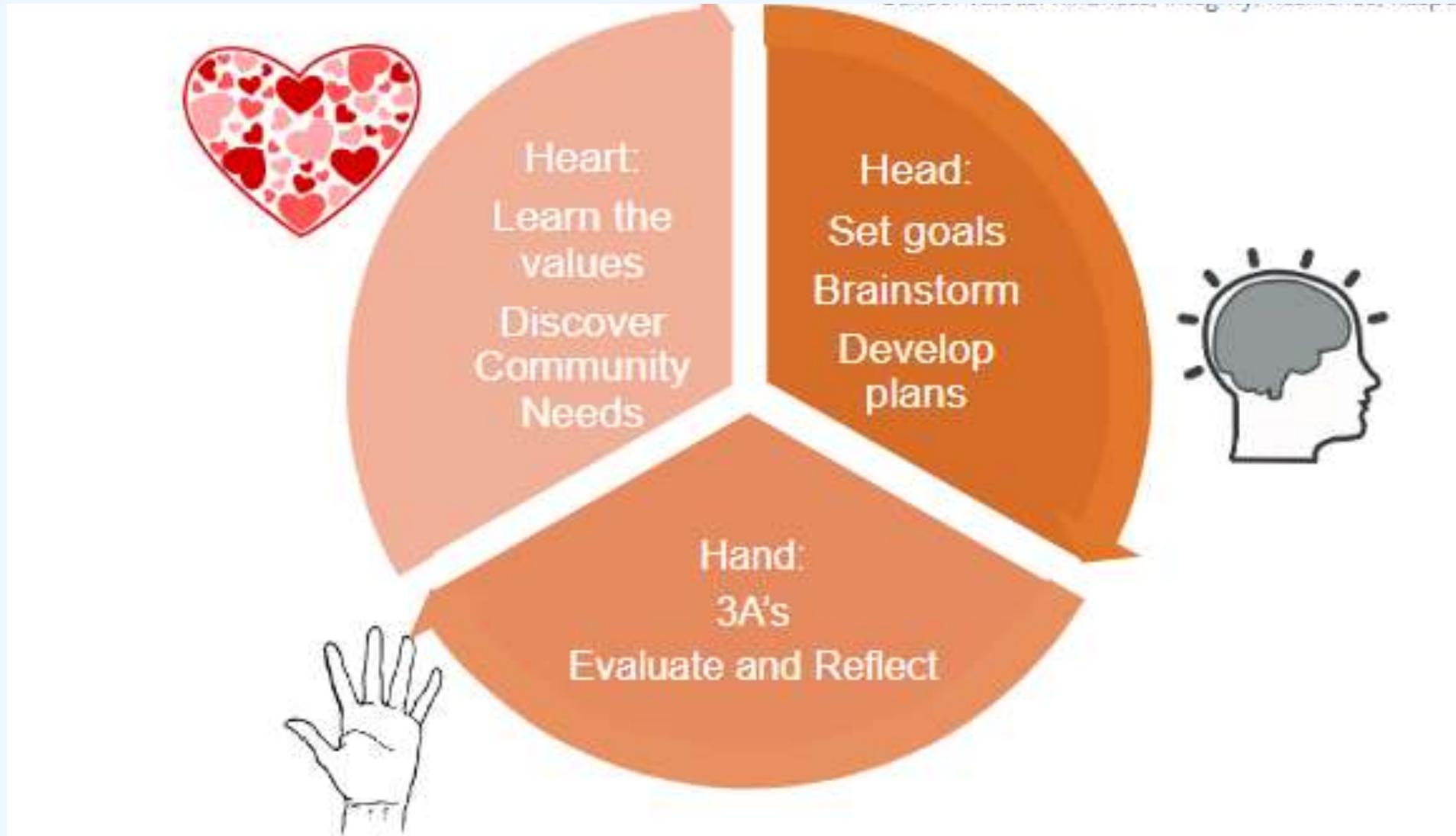
*Racial Harmony Day*



*National Day*



# VALUES IN ACTION FRAMEWORK



# VALUES IN ACTION PROJECT

## GROOM MY SCHOOL



Level Outcomes:

- Create a **caring and pleasant** school environment.
- **Reflect on** actions and evaluate the outcomes achieved.

**Joyful Toilets, Responsible Users**

**A WILL TO ACT**

# LEARNING JOURNEY TO KRETA AYER HERITAGE GALLERY (TERM 2)



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





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!

