

# Primary 2 Parents' Briefing



**Damai Primary School**

**Confident Individuals | Thinking Learners | Engaged Leaders**

2<sup>nd</sup> February 2026



A joint initiative by the Ministry of Health (MOH), Ministry of Education (MOE),  
and Ministry of Social and Family Development (MSF).



# What is Grow Well SG?

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Building Healthy Habits for the Digital Age

- national health promotion strategy
- to promote the health and well-being of children
- to create a supportive environment that encourages children to build healthy habits



# Why is Grow Well SG important?

Building Healthy Habits for the Digital Age

## A National Priority

Informed by local studies like GUSTO and SG LEADS, which show habits formed early impact lifelong health.

## The Goal

To empower families, with school and community support, to build healthy, lasting habits.

## Addressing Modern Risks

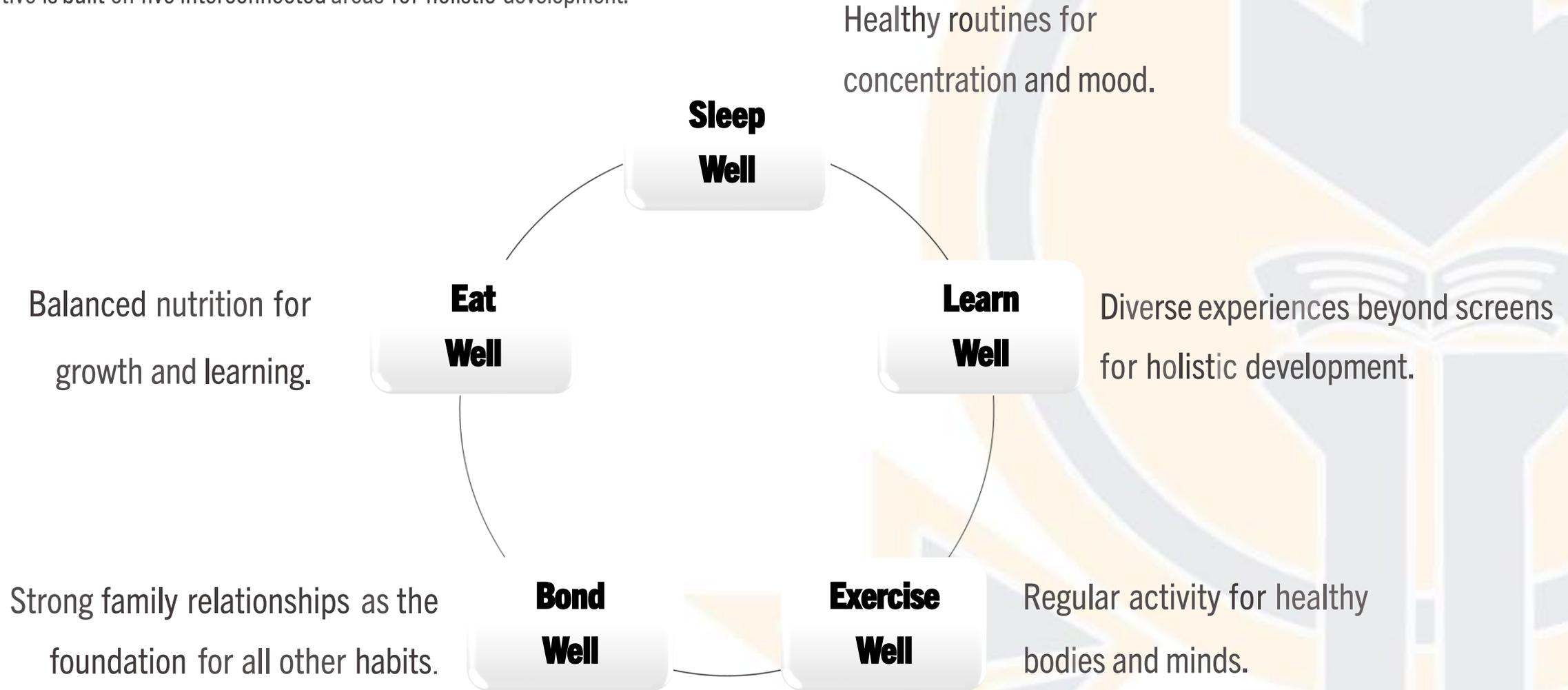
The strategy holistically tackles challenges from excessive screen time, poor nutrition, and inadequate sleep.



# The 5 Pillars of Grow Well SG

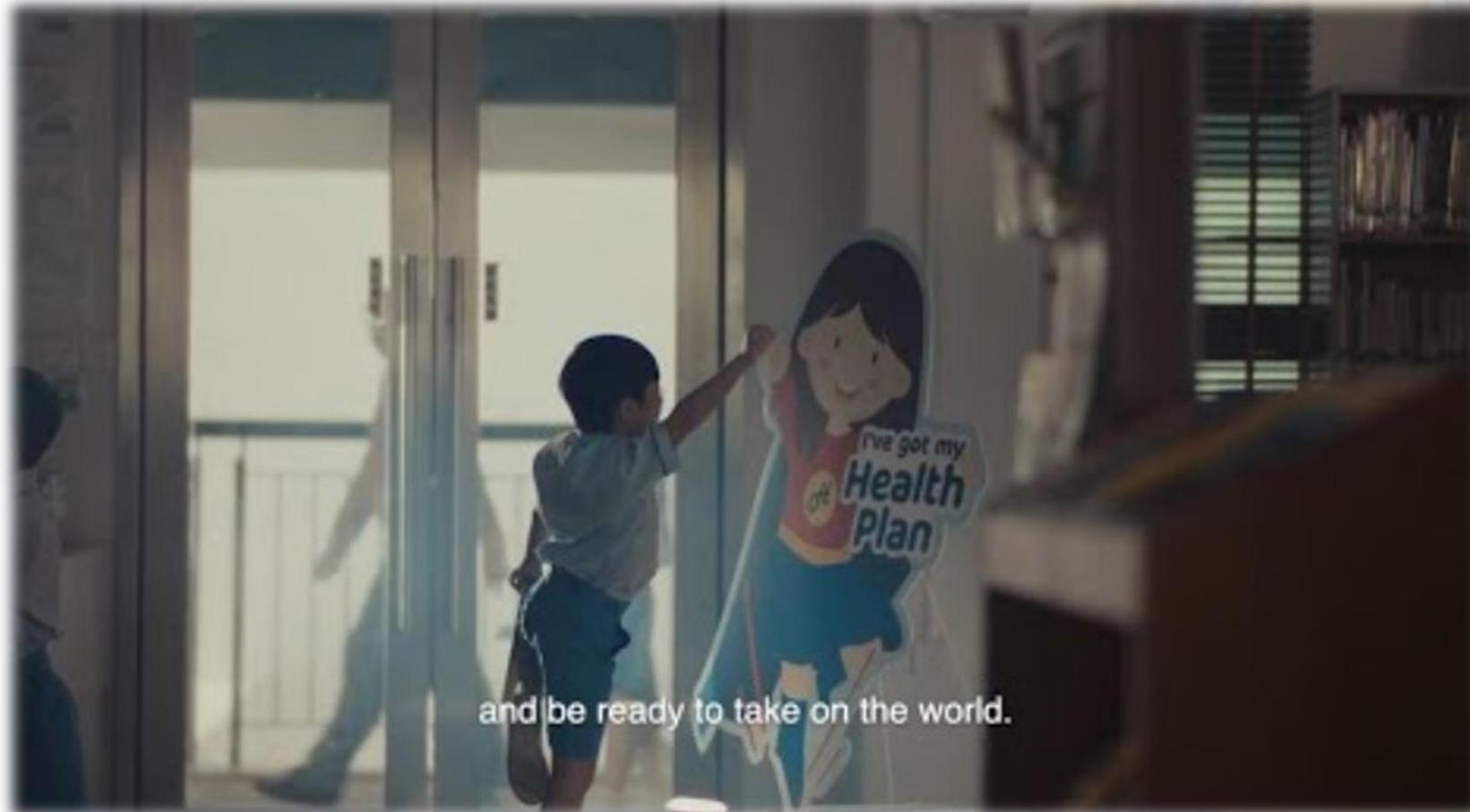
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The initiative is built on five interconnected areas for holistic development:



# A Health Plan for Every Child

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<https://youtu.be/Cr3fHzpH1jk>

# A Health Plan for Every Child

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A personalised tool to guide your child's health journey



## What it is

A custom plan **co-developed with your child** during the annual school health screening.

## How it works

1. Parents complete a Lifestyle Questionnaire
2. Healthcare personnel discuss goals with the child
3. A Personalised Health Plan is created

## Your Role & Access

Review and use the plan at home. Access it via the HealthHub app.

# How You Can Support at Home

Your partnership is the key to success. Turn guidelines into daily habits.



## Eat Well:

Eat a wide variety of foods in the right amounts; include all the food groups in the right proportions. For drinks, water is the best choice. Avoid sweetened drinks.



## Learn Well: Screen Time/ Device Usage

Use the clear daily limits. Co-view content, use parental controls, and designate screen-free times/areas (e.g., meals, bedrooms).



## Sleep Well:

Aim for a consistent bedtime. Establish a calming bedtime routine . 9 to 11 hours of sleep.



## Exercise Well:

Recommended daily physical activity is at least 60 minutes of moderate to vigorous intensity.

# How You Can Support at Home

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Your partnership is the key to success. Turn guidelines into daily habits.



## For Active Living

Use the **Healthy 365 app** to find free, local family activities and add your child's profile for personalised tips.



## For Bonding & Mental Wellness

Access the **Parenting for Wellness** toolbox on Parent Hub ([go.gov.sg/parenthub](https://go.gov.sg/parenthub)) for strategies to support your child's mental well-being.



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# Working Together for a Healthier Future

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## Whole-of-Society Effort

Grow Well SG involves families, schools, and the community working together.

## Start Small, Be Consistent

Celebrate progress. You are your child's most important role model.

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## Partner for Success

Let's build a supportive environment where every child can thrive.



# **Together, we can help every child Grow Well.**

For more information, visit:

**Grow Well SG Official Portal**

[moh.gov.sg/staying-healthy/growwellsg/](https://moh.gov.sg/staying-healthy/growwellsg/)

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# Assessment Matters

# Holistic Development Primary 2 includes:

Focus on building greater confidence and nurturing a stronger intrinsic motivation to learn



Offering age-appropriate assessment strategies to support learning

No examinations and weighted assessments at P1 and P2 to encourage the joy of learning.

# Assessment Matters

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- **Written assessment**
- **Oral assessment**
- **Activity-based assessment**
- **No weighted assessment and examinations in Primary 1 & 2**

- ✓ **Shorter assessments**
- ✓ **More and richer feedback**
- ✓ **Appropriate types of assessment**

# HA Communication Modes

Communication 'Modes' (Evidence of Learning & Development)



**Pupil Portfolio**

**Pupil Progress Card**

**Pupil Holistic Report Card**

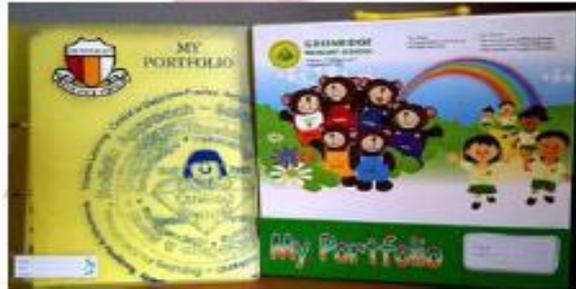
Subject	1st Term	2nd Term	3rd Term	4th Term	5th Term	6th Term	Overall	Teacher's Name
ENGLISH/LANGUAGE	95.7	97.1	96.5	96.3	96.1	96.2	A	
SCIENCE	96.2	96.1	96.0	96.1	96.2	96.1	A	
MATHEMATICS	95.5	95.8	96.0	95.8	96.0	95.9	A	
TOTAL SCORE								
Art & Visual Education							A	
Physical Education							A	
Music							A	
Physical Education							A	

Year	2020	Score for this year	2021
Percentage	95.0		96.0
Teacher	EXCELLENT	Attendance	95.00

It is a pleasure and well-deserved praise. She is a confident learner and participates actively in group activities. She shows great interest in her work and can be relied upon to successfully complete all assignments.

**Results Slip**



(Achievement, Holistic Development, Growth, Progress)



**Child & Learning Environment**

(Display of Children's Work: Physical /Digital)

# How will this benefit my child?

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- More opportunities to show learning
- Caters to wider range of learning styles
- Regular and timely feedback

- More confident
- Motivated to learn
- Enjoys learning



# Holistic Reporting @ Damai

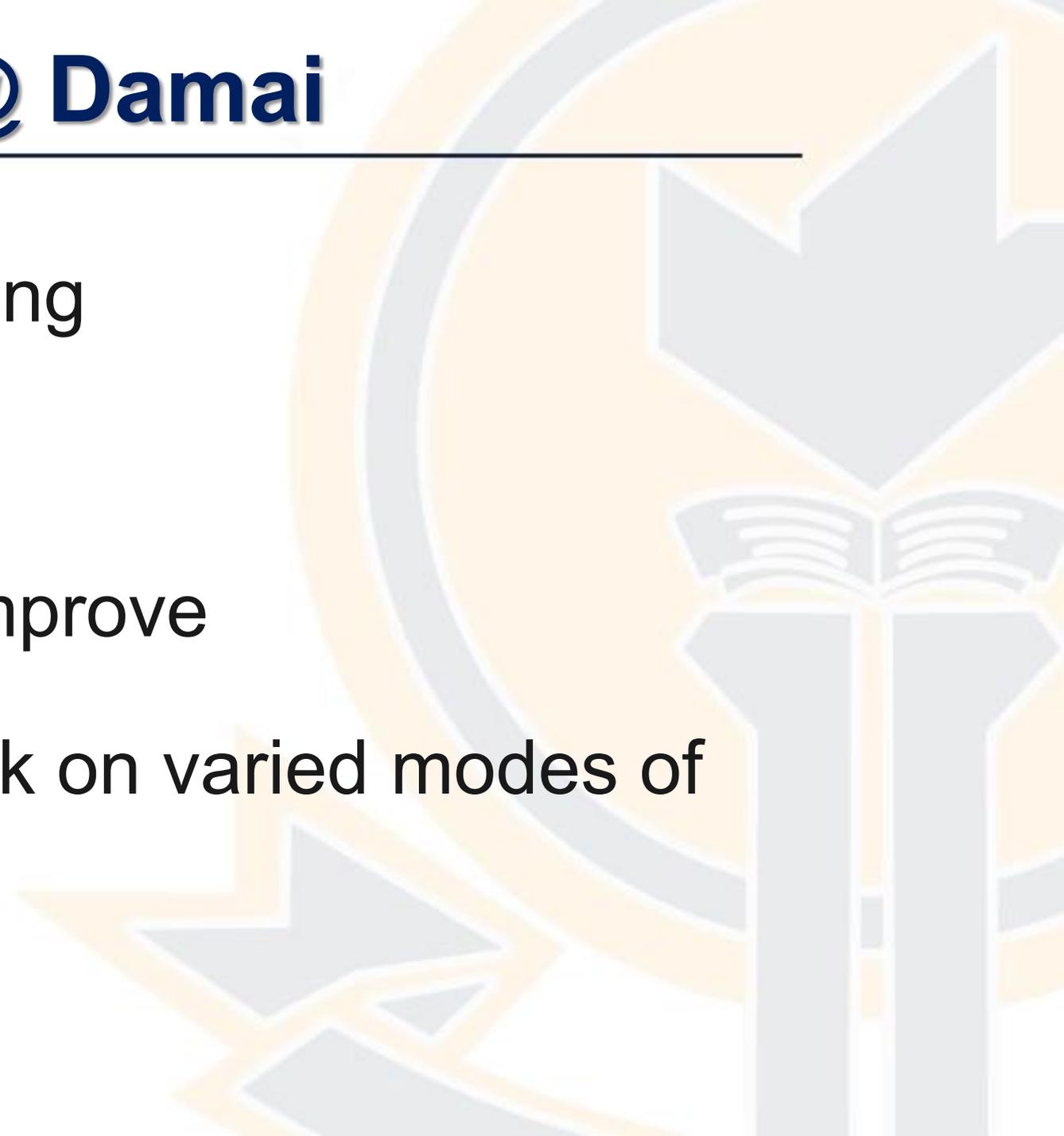
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- In the black file, you will find your child's
  - ✓ Termly Reflections
  - ✓ Semester Progress Cards
  - ✓ Assessments – Weighted and Non-weighted
  - ✓ Certificates of achievement

# Holistic Reporting @ Damai

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- Promote reflective thinking
- Have a growth mindset
- Emphasise on how to improve
- Provide regular feedback on varied modes of assessment



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# **Understanding Mental Health and Well-Being**





## 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.

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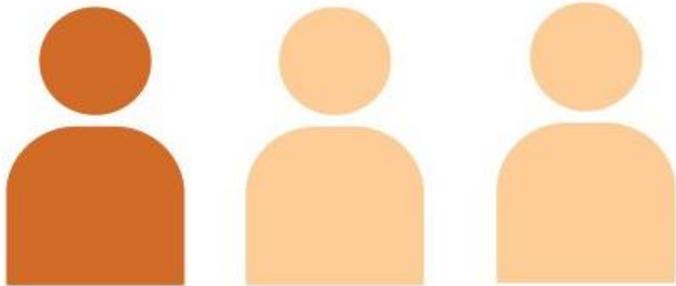
# **Why Should We Be Concerned About Our Children's Mental Health?**

# Did you know?



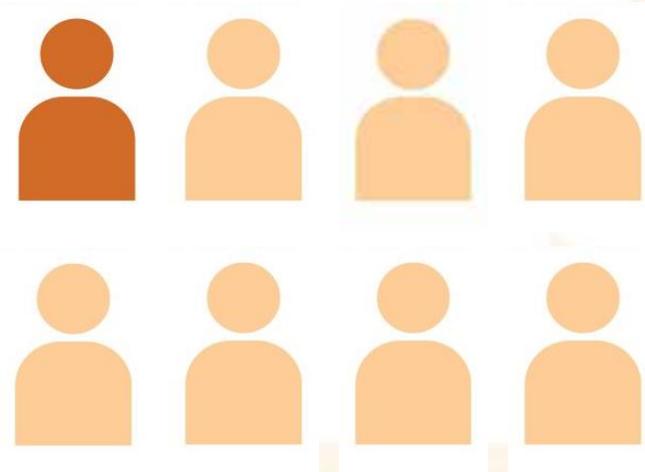
## Singapore Youth Epidemiology and Resilience Study (2023)\*

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

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# 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.

\*Character and Citizenship Education (Form Teacher Guidance Period)

# Primary 1 and 2

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

## Managing Thoughts, Feelings & Behaviour

- Understanding and managing emotions

## Strengthening Sense of Self & Purpose

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

## Building Positive Relationships

- Developing empathy and care for others
- Embracing diversity and accepting differences

## Overcoming Challenges; Managing Changes and Transitions

- Managing change and new experiences
- Developing coping strategies for various situations

### Managing Disappointment- Be Positive!

When we feel disappointed, we can help ourselves feel better by choosing positive thoughts.

✎ Write down what I can **think** or **say** to myself when I feel disappointed.



Taken from P2 CCE Journal P.8



An example of a lesson in guiding pupils to manage their emotions.

Parents can share their own experiences to model positive ways of managing emotions.

# 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)



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

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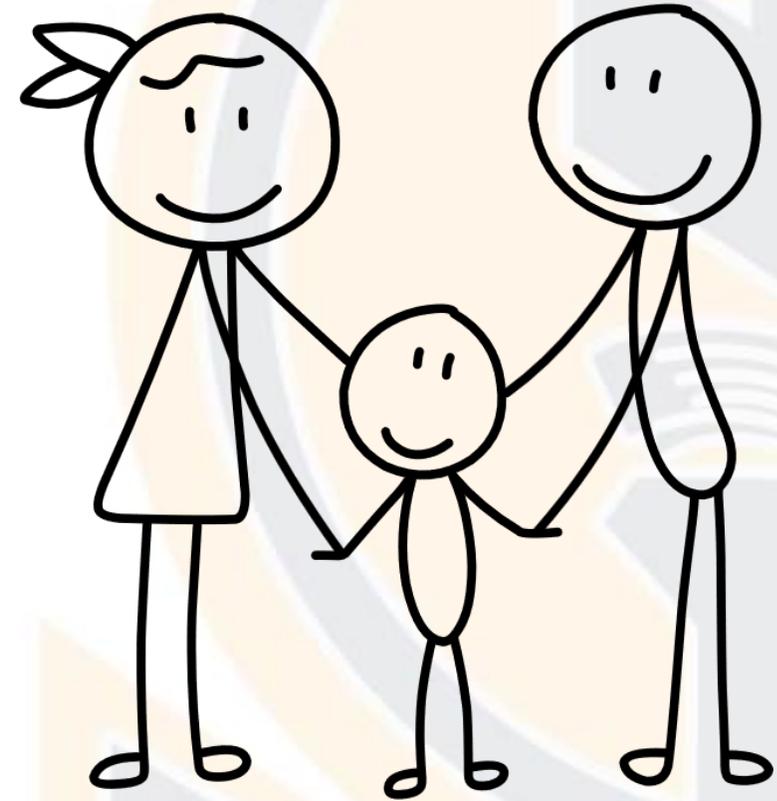
# **The Crucial Role of Parents**

Your partnership with the school: Supporting your child 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*

**Child is struggling and exhibits signs of distress.**

**Child is experiencing healthy levels of stress**

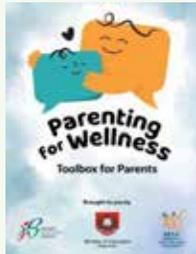


**Child is having a very difficult time.**

**Stress Indicator**

# 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.

An illustration at the top of the slide shows a child sitting on a red bench, looking down with a sad expression, while a parent sits beside them, looking on with concern. To the right, another child is shown lying down with their head on their hand, appearing stressed or tired.

## 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

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

3 areas where we can work together to foster SHP

**1** Respectful  
Communication

**2** Role Models

**3** Real Connections



# Respectful Communication

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*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

*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

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

Build strong bonds through shared experiences and meaningful conversations

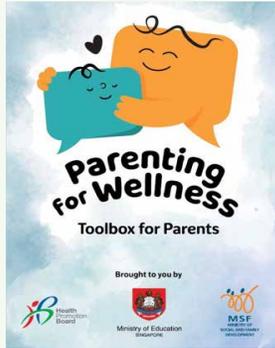
Teach children to recognise and communicate their emotions effectively

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



# 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?

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

**1** Respectful  
Communication

**2** Role Models

**3** Real Connections



# 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**.

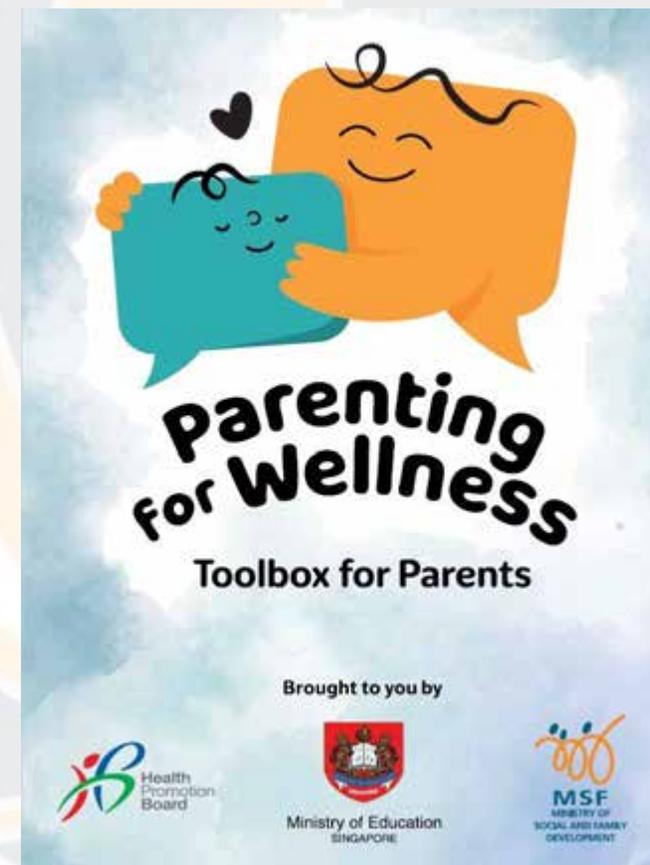


<https://go.gov.sg/pfw-toolbox-for-parents>



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

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.



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# **Additional Resources**



# Compilation of Useful Resources

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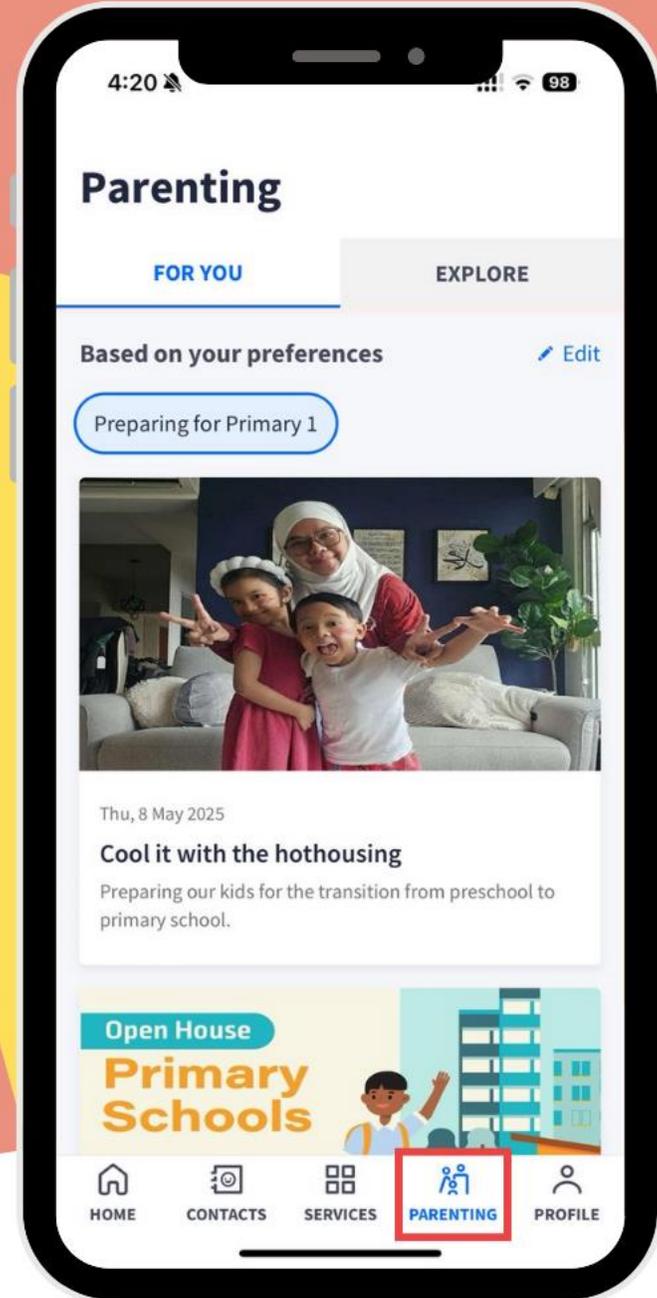
Parenting for Wellness Toolbox for Parents (condensed info)	<a href="https://go.gov.sg/pfw-toolbox-for-parents">go.gov.sg/pfw-toolbox-for-parents</a>
Parenting for Wellness Website (full content)	<a href="https://go.gov.sg/hpbpfw">go.gov.sg/hpbpfw</a>
MOE YouTube video on how parents can support the 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>



# 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.



# How else can you support your child?

## Support

your child and encourage them to overcome challenges with your care

## Affirm

your child by recognising small successes and praising their efforts

## Familiarise

your child with new routines gradually and share your experiences in primary school

## Empathise

with and acknowledge your child's feelings

**Supporting your child's transition through Primary 1**

Build a caring home environment to nurture the social and emotional skills of your child using these S.A.F.E. tips.

**SUPPORT**

- Carve out some time every weekend to **play games** and **have fun** together.
- **Visit places** or take part in events that **both of you enjoy**.
- **Encourage** your child to **make new friends**.
- **Try out FTGP\* Family Time** activities.

**AFFIRM**

- **Encourage** your child when he makes **observations**.  
E.g. Say "That's interesting!" and ask why he/she said that.
- **Recognise small successes**. E.g. Say "You've made another new friend! It was - well done!"

**FAMILIARISE**

- **Find out** what primary schools have in store for students these days.
- **Do practical things to ease your child into new routines**.  
E.g. Plan daily routines together. Teach your child new habits like packing his/her bag.

**EMPATHISE**

- **Teach your child words that describe feelings**.
- **Acknowledge your child's emotions**.  
E.g. "It's okay to feel nervous about starting school."
- **Understand your child's needs**. E.g. Start bedtime early. Children need a lot of sleep.

**Spent Time Chatting. Use T.A.D.**

<b>Talk</b> Talk about fond memories of your own school days. E.g. What you did in Primary One; kind teachers and chatty classmates you had.	<b>Ask</b> Ask about his/her thoughts and feelings about the school. E.g. FTGP* activities; when he/she felt happy/sad.	<b>Discuss</b> Discuss together what can be done if he/she has worries at school. E.g. Explain how people deal with conflicts.
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**QUICK TIPS**

- **Listen without interrupting.**
- **nod your head and ask questions** to show interest and affirmation.

\*Free for use by all schools and parents. For more information on what FTGP\* offers, please visit [www.ftgp.gov.sg](http://www.ftgp.gov.sg).  
\*Through the use of these tips, parents can help ease their child's anxiety and build confidence and social skills before P1 starts.

Ministry of Education Singapore



# How else can you support your child?

Primary 1 is an exciting and fun stage for your child.  
Help your child to enjoy the journey by developing these skills:



**Nurture a love for reading**  
Sign your child up for a free Library membership and myLibrary ID to enjoy NLB's e-resources!

# Relating Well to Others

Build your child's interpersonal skills by:

01

**Modelling the use of friendly and polite phrases**

"May I please..."

"Hi! My name is...What is your name?"

"Could you help me with..."

02

**Providing opportunities for your child to share and take turns during playtime with other children**



# Developing Good Habits

**Routines help your child build confidence and learn to manage things by themselves.**

Take their temperature using a thermometer



Practise consistent pre-bedtime routines and have at least 9 hours of sleep

Wash their hands



Guide your child to do the following independently:



Dress themselves

Pack their bag and check for materials



Buy food at the canteen

Make healthy food choices



Knowing when and how to ask for help



# Nurturing Positive Attitudes

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**Developing the right learning attitude will help your child learn better. You can encourage your child to:**



Ask questions about their experiences and their observations on the world around them



Reflect on learning experiences, learn from mistakes and try ways to do something better



Persevere even when faced with challenges



# School-Parent Partnership



**Damai Primary School**

**Confident Individuals | Thinking Learners | Engaged Leaders**

# How can we support you better?



- Increased involvement of parents in their child's educational journey
- School-Home Partnership help to clarify what meaningful parent engagement looks like

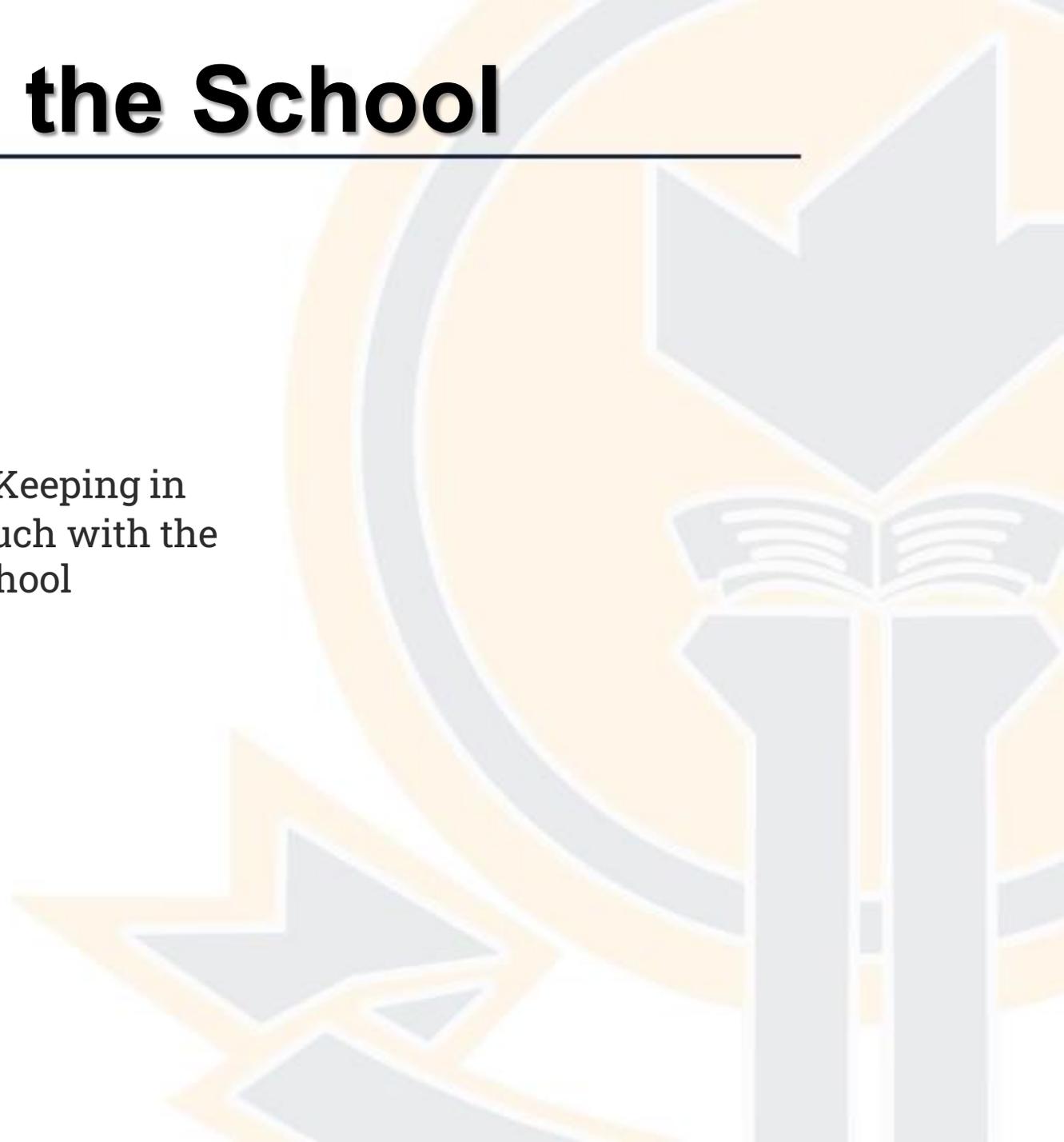
# Partnering the School

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**1** Knowing your child

**2** Developing your child

**3** Keeping in touch with the school



# DEVELOPING GOOD HABITS

- **How parents can help:**

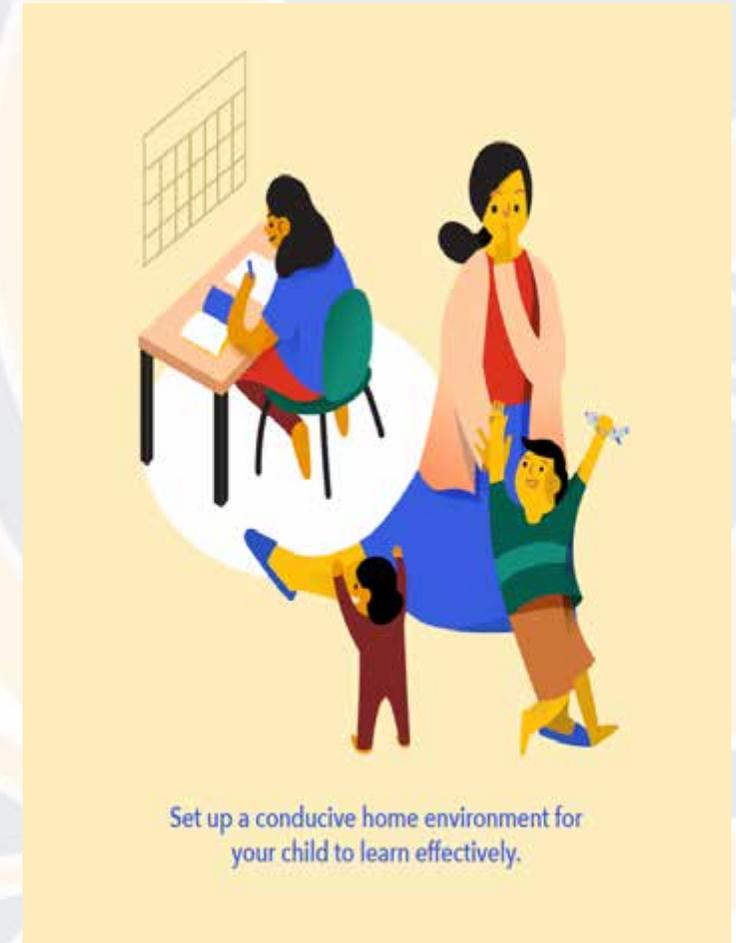
- *Routines at Home*

- Setting up a conducive home environment.

- e.g. At home, set up a well-lit desk and a study area*

- e.g. Parent could read with their children, set them housework etc.*

- Encourage your child to pack his/her own schoolbag and bring required items to school



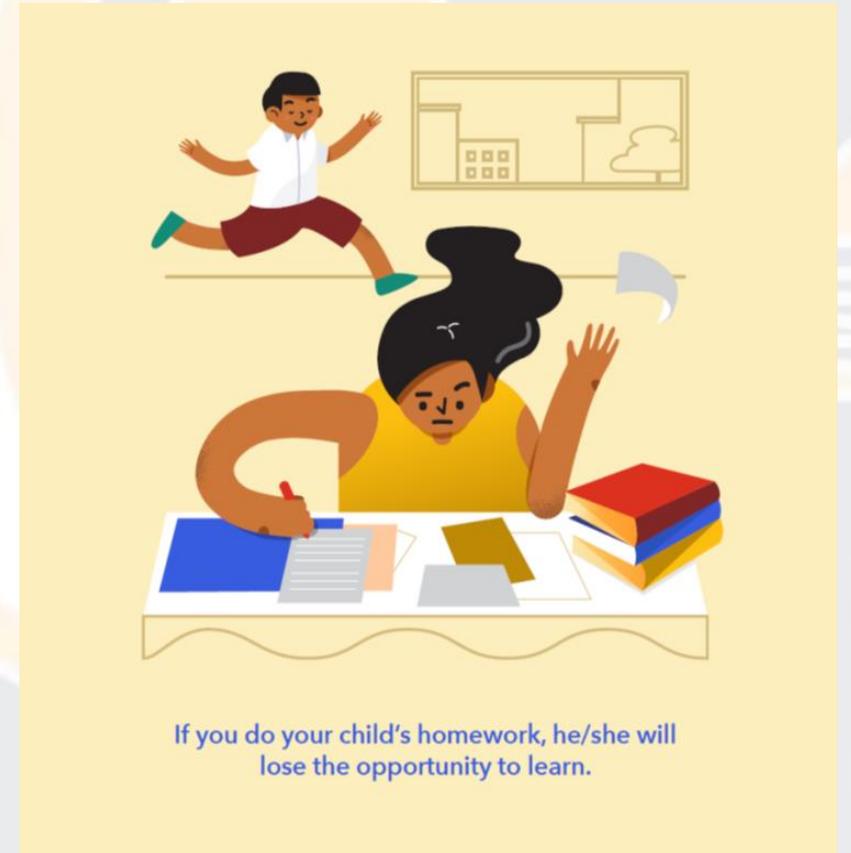
# DEVELOPING GOOD HABITS

- **How parents can help:**

- *Self-directed Learner*

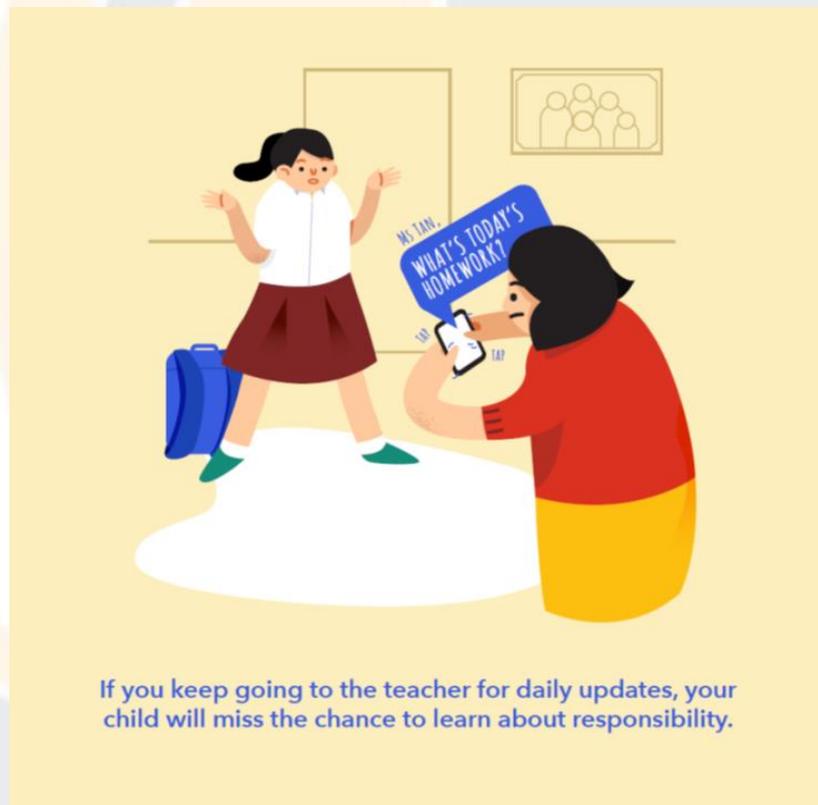
## Homework and Learning Support

- Allow your child to attempt the homework on his/her own
- Encourage your child to approach the teacher if he/she needs help with homework
- Parents should ask their child about what they have jotted down in their Student Handbook as opposed to contacting the teacher.



# MANAGING SELF

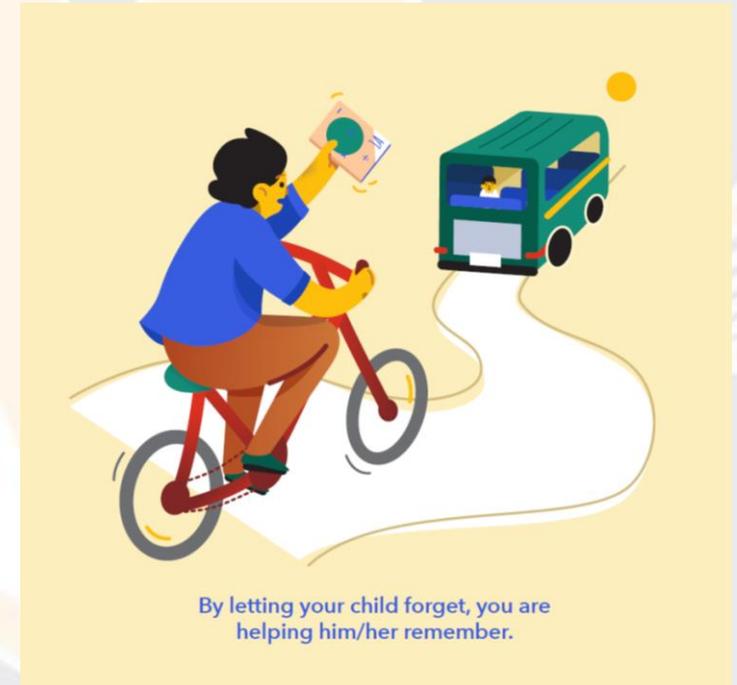
- **How parents can help:**  
*Self-directed Learner*
- Work with your child's teachers to understand his/her strengths, interests and development in academic and non-academic areas.
- Recognise your child's small successes beyond academic results
- Praise your child for his/her efforts, without focusing only on the outcome



If you keep going to the teacher for daily updates, your child will miss the chance to learn about responsibility.

# MANAGING SELF

- **How parents can help:**  
***Self Management on Building Resilience***
- To try and not to give up if facing challenges
- To manage friendship issue
- To instil self-discipline



# School-Home Partnership

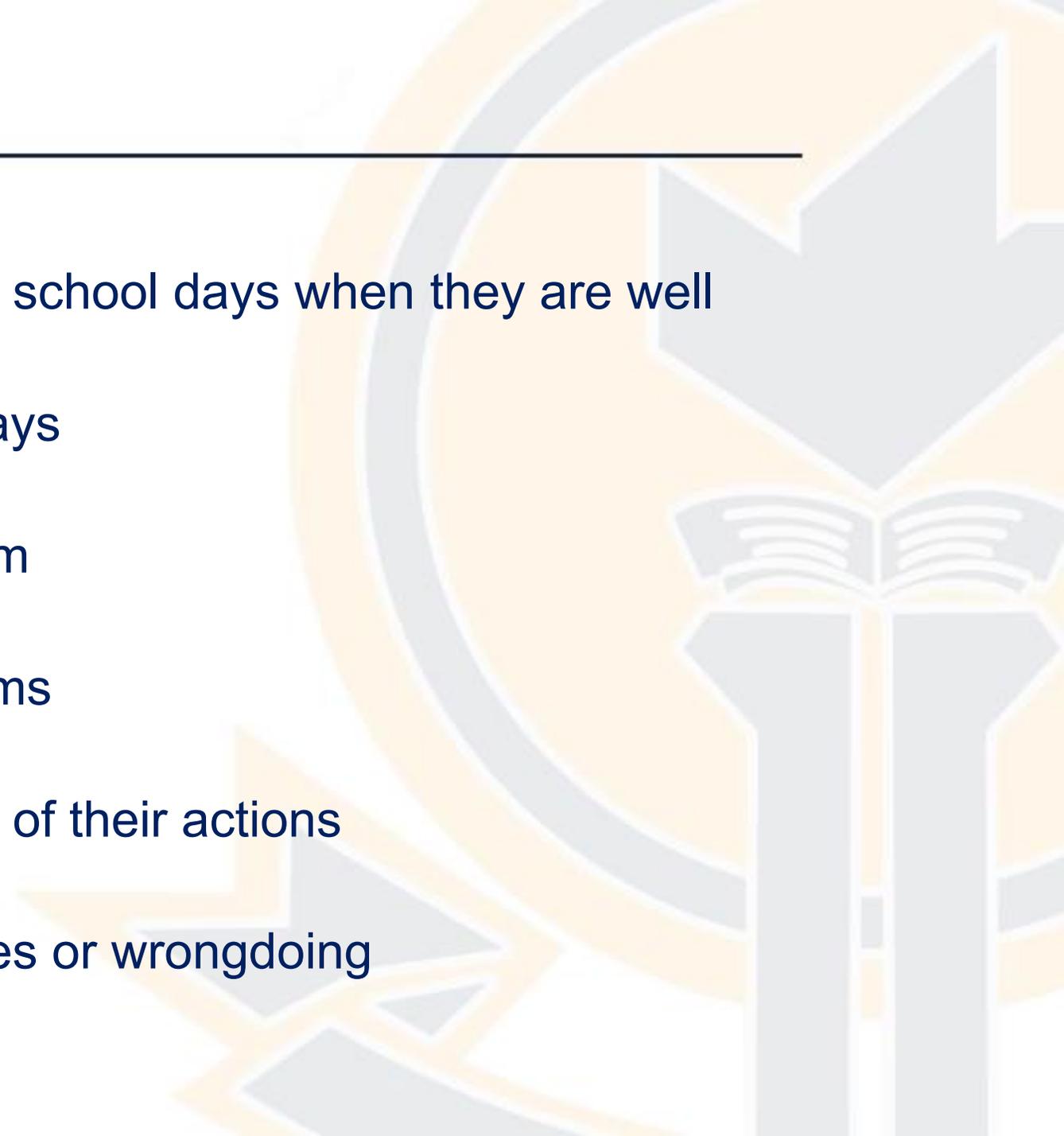
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- Familiarise yourself with school communication platforms
- Read the Student Handbook, parent memos & notifications
- Build good relationships & trust the teachers to want the best for each student
- Encourage friendships
- Volunteer in school activities & PSG

# PARENTS MUST NOT

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- Allow the child to stay at home during school days when they are well
- Bring them overseas during school days
- Do homework or assignments for them
- Make Home Delivery for forgotten items
- Rescue them from the consequences of their actions
- Hide or give reasons to justify mistakes or wrongdoing



# SUPPORT YOUR CHILD

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## BE THERE:

- **Believe** in your child; emphasize on his/her strengths
- **Encourage** your child to give his/her best
- **Treasure** the process of learning, and not just focus on the results
- **Help** your child develop a structure and routine for studying
- **Expect** realistically what your child is capable of; help him/her experience success
- **Recognise** the symptoms of stress/anxiety and address them
- **Empathise** with your child regarding the challenges s/he is facing

# SOME QUESTIONS YOU MAY HAVE...

**My child takes so long to complete her work. Will she fall behind?**



Children pick up time management at a different pace and can improve with help.

## Support your child in time management

- Parents can model this with your child at home with small tasks and everyday activities
- If you find your child struggling with completing their tasks or homework within a given time, it could also mean that they are not sure how to go about completing them
- If you notice any learning issues, do reach out to the school early

**Be specific about how much time they should spend on the work, and what time they should complete the work.**

# SOME QUESTIONS YOU MAY HAVE...



Asking for help may not seem obvious to a child.

## Teach your child how to ask for help

- Here are some steps you may teach your child:
  - **Step 1:** Look for someone who can help
  - **Step 2:** Check if that person has the time to help; if not, look for another suitable person
  - **Step 3:** Share what the problem is and how they feel
  - **Step 4:** Listen carefully to the advice given
  - **Step 5:** Thank the person for the help

**Practise with your child how to ask for help. Remember to affirm them for their efforts.**

# SOME QUESTIONS YOU MAY HAVE...

**I'm worried my child won't eat at recess. He'll go hungry!**



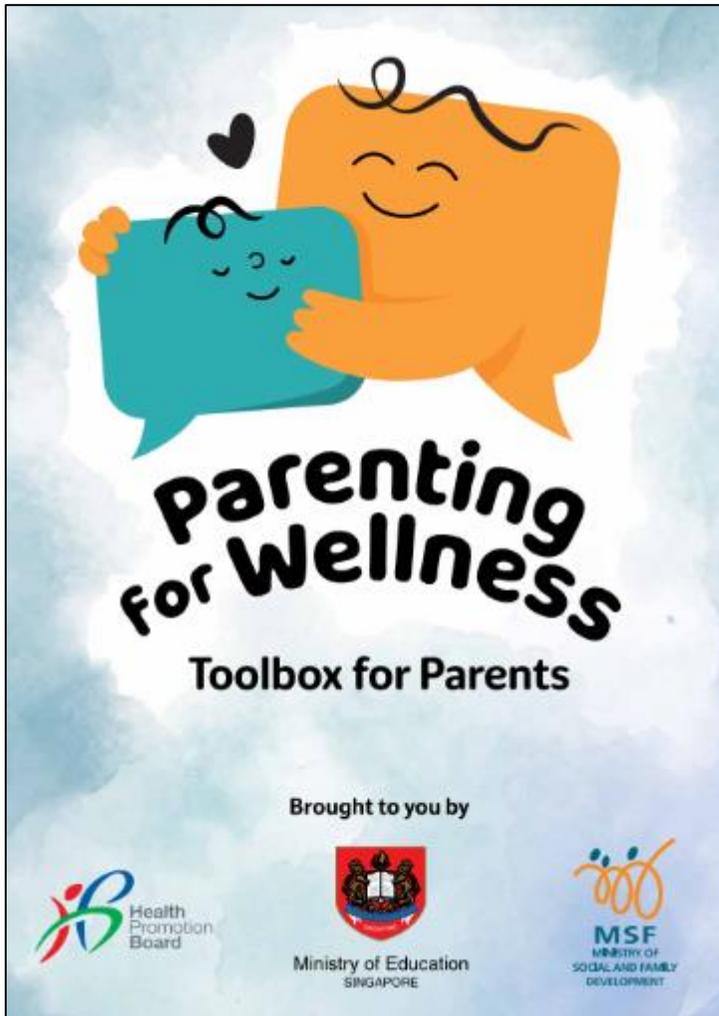
**Remind your child that eating during recess is important as it helps them with the physical energy to continue focusing and learning in class.**

Students may enjoy recess so much that they forget to eat. Some students may not be eating because they are shy about ordering food.

## Encourage your child to eat during recess

- Let your child practise ordering food and making payment when out with the family
- If they need more time to build their confidence or observe how it is done by other students, you may pack a lunch box in the meantime, so they will always have something to eat
- If you worry that your child is not eating at all, discuss with your child's teacher

# 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.

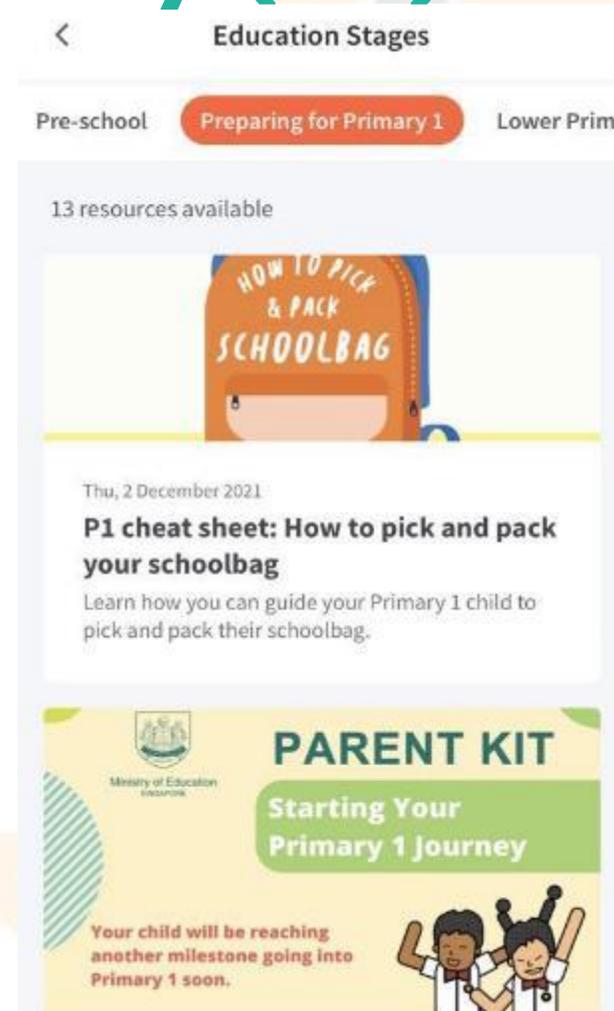
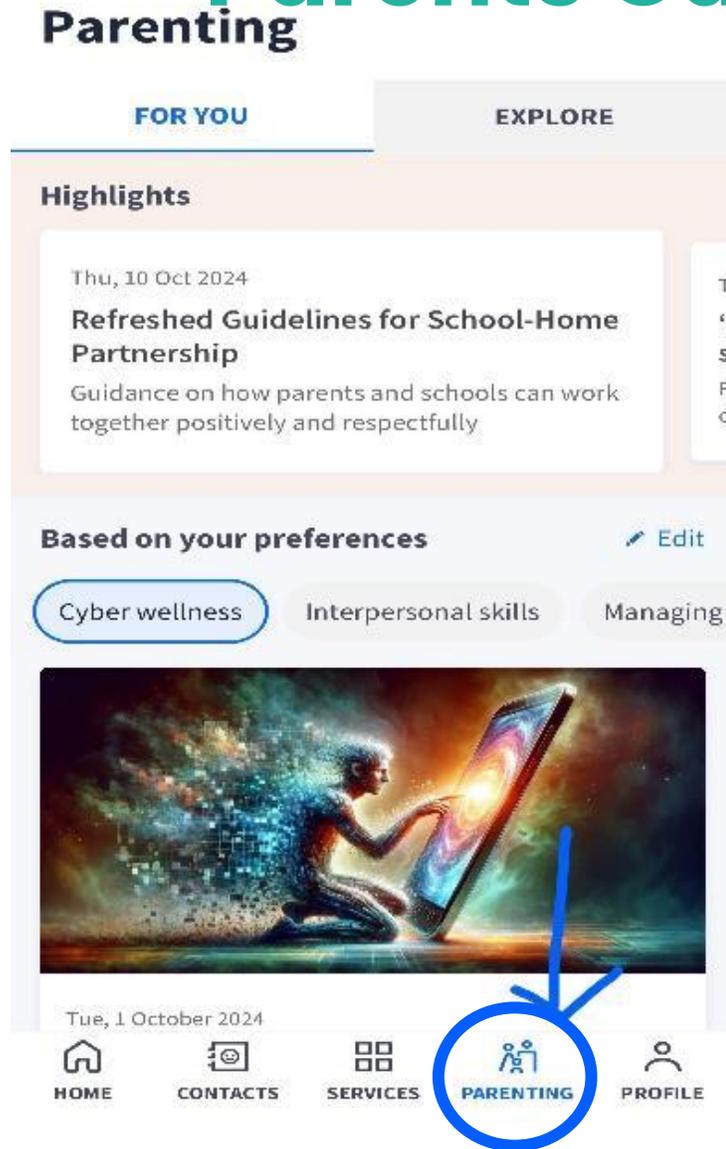
The Toolbox for Parents comprises bite-sized practical tips and strategies for parents, such as ways to create a safe and nurturing home environment, build resilience in children, and stay safe online.



# Check out Parenting Resources on Parents Gateway (PG)

## Repository of parenting resources

A repository for parents to browse resources on topics such as preparing for Primary 1, forging parent-child relationships and education pathways.



Find out more about Parents Gateway here.

# Resources in PG for every educational stage

## Supporting your child through the Primary 1 journey



Fri, 23 September 2022

### [Preparing for P1 - PDF] Supporting Your Child Through the Primary 1 Journey

Click to download or view this issue on preparing your child for P1.

Find out what your child really needs for Primary 1.

## Teach Your Child Social Emotional Skills

BE READY FOR LEARNING

What your child may learn in school



What you can do at home



Mon, 18 October 2021

### [PDF] Social skills to prepare your child for Primary 1

Click to download or view this resource to learn how you can help your child learn social skills.

Help develop your child's social and emotional skills by referring to this infographic.



Mon, 23 August 2021

### Are you over-preparing your child for P1?

Learn how overpreparing your child may hinder learning.

Are you over-preparing your child for primary school?



Wed, 15 December 2021

### [NLB] LearnX Reading - Primary

Create fun experiences for your child to discover the joy of reading.

How to cultivate the love for reading? Check out resources from the National Library Board.

# 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



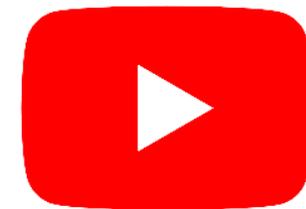
[www.instagram.com/parentingwith.moesg](http://www.instagram.com/parentingwith.moesg)



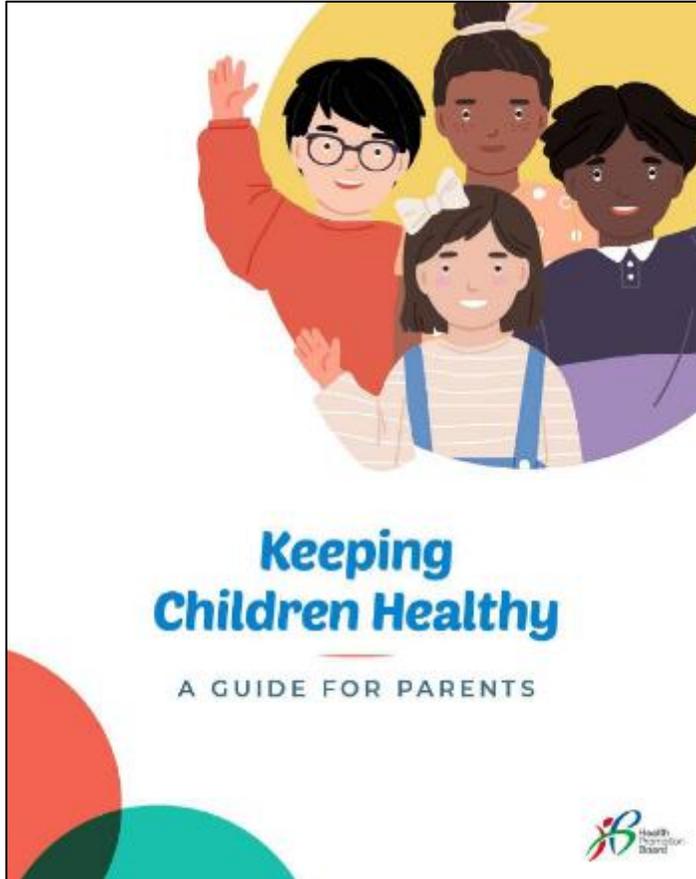
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[www.instagram.com/moesingapore](http://www.instagram.com/moesingapore)



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



### Is your child transitioning to P1?

Unlike preschool where your child is served meals based on a fixed menu, they will have to start making more independent choices about what they want to eat in primary school.

This transition from being served to choosing for themselves can be daunting for children. Prepare them for it in the following ways:

- a) Talk to your child about 'My Healthy Plate' and highlight the importance of different food groups in our diet. Teach them how to choose a combination of dishes using the 'quarter-quarter-half' method so they learn to incorporate all food groups in their meals.

Here is an example of a meal that is not well-balanced, and a couple that are:



Edition 1



Edition 2



Edition 3

# **Upcoming Parent Engagement Session**

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**Parent-Teacher-Student Conference (PTSC)**

**- 28 May 2026 (Thursday)**



## Working Together to Support your Child

*“Alone we can do so little,  
together we can do so much.”*

- Helen Keller, American Author



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Thank you for your Support, Trust & Partnership



# Class Briefing Meeting Details

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<b>Class</b>	<b>Names of Teachers</b>	<b>TEAMS Meeting ID and Password</b>
2 Sincerity	Ms Ang Kim Heok Miss Karen Chan	Meeting ID: 447 744 518 225 21 Passcode: pd9rv33v
2 Passion	Mdm Azlin Mr Fazli	Meeting ID: 422 561 304 234 02 Passcode: gP2St9Fy
2 Aspiration	Mdm Nabilah Mdm Koo Swee Ying	Meeting ID: 419 282 215 021 68 Passcode: yr36Dd2P

# Class Briefing Meeting Details

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<b>Class</b>	<b>Names of Teachers</b>	<b>TEAMS Meeting ID and Password</b>
2 Resilience	Mdm Junainah Mr Johnny Low	Meeting ID: 452 345 890 092 16 Passcode: 7Yf9M9n5
2 Kindness	Ms Nashitah Mdm Jowena Lim	Meeting ID: 497 216 112 787 67 Passcode: Tx6EG2hK