



# Welcome to Bedok Green Primary School

Primary 1's First Day of School

2 January 2025



**Empowered Learners**  
Persons of Strength & Character

# PHOTOGRAPHY AND VIDEOGRAPHY AT SCHOOL EVENTS/ PUBLICATION OF STUDENTS' WORK

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# Welcome Address by Principal



# Home-School Partnership

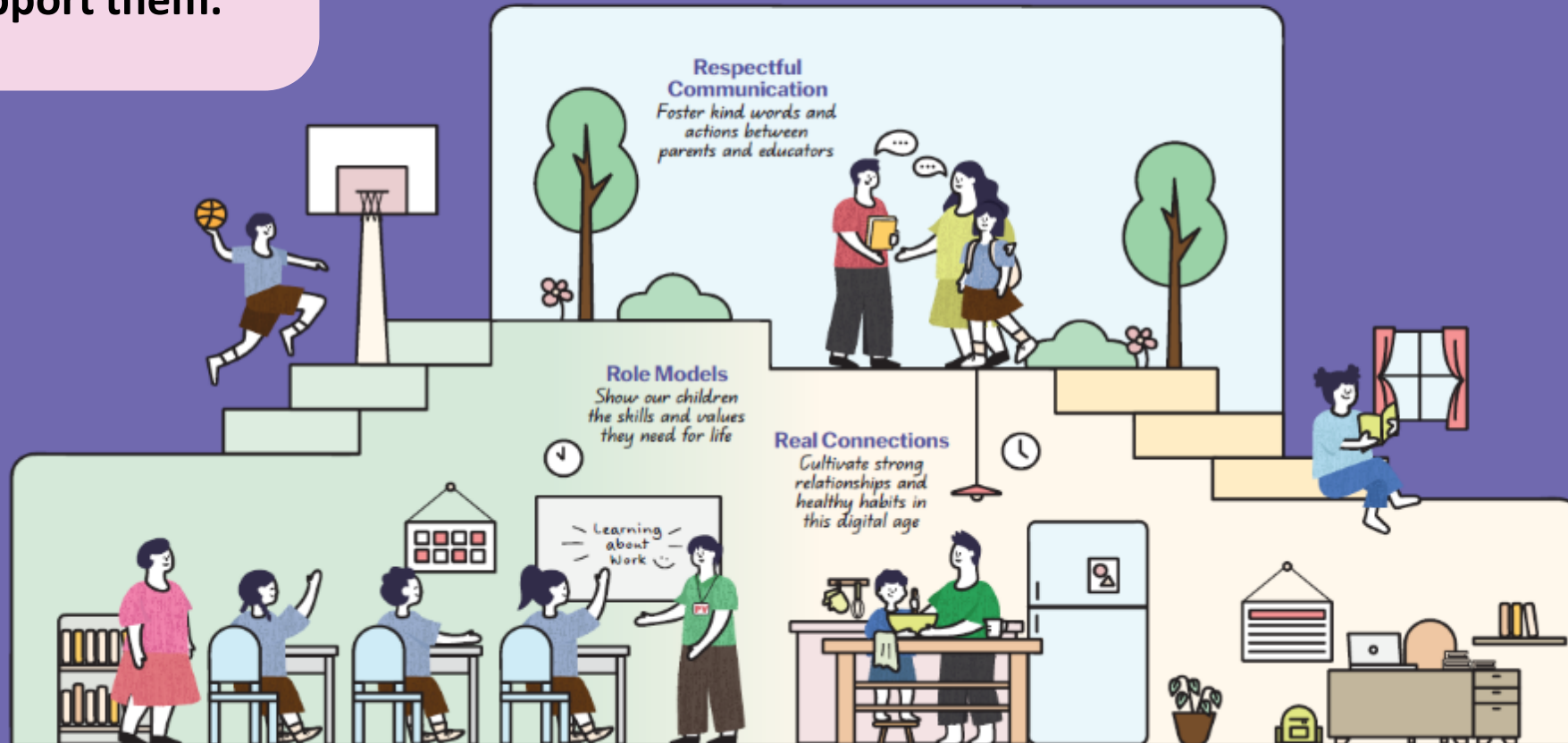


# School-Home Partnership

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

Guidelines for School-Home Partnership

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



# 3 areas we can work together on to foster School-Home Partnership

**1 Respectful Communication**

**2 Role Models**

**3 Real Connections**



# Respectful Communication

## Foster kind words and actions between schools and educators



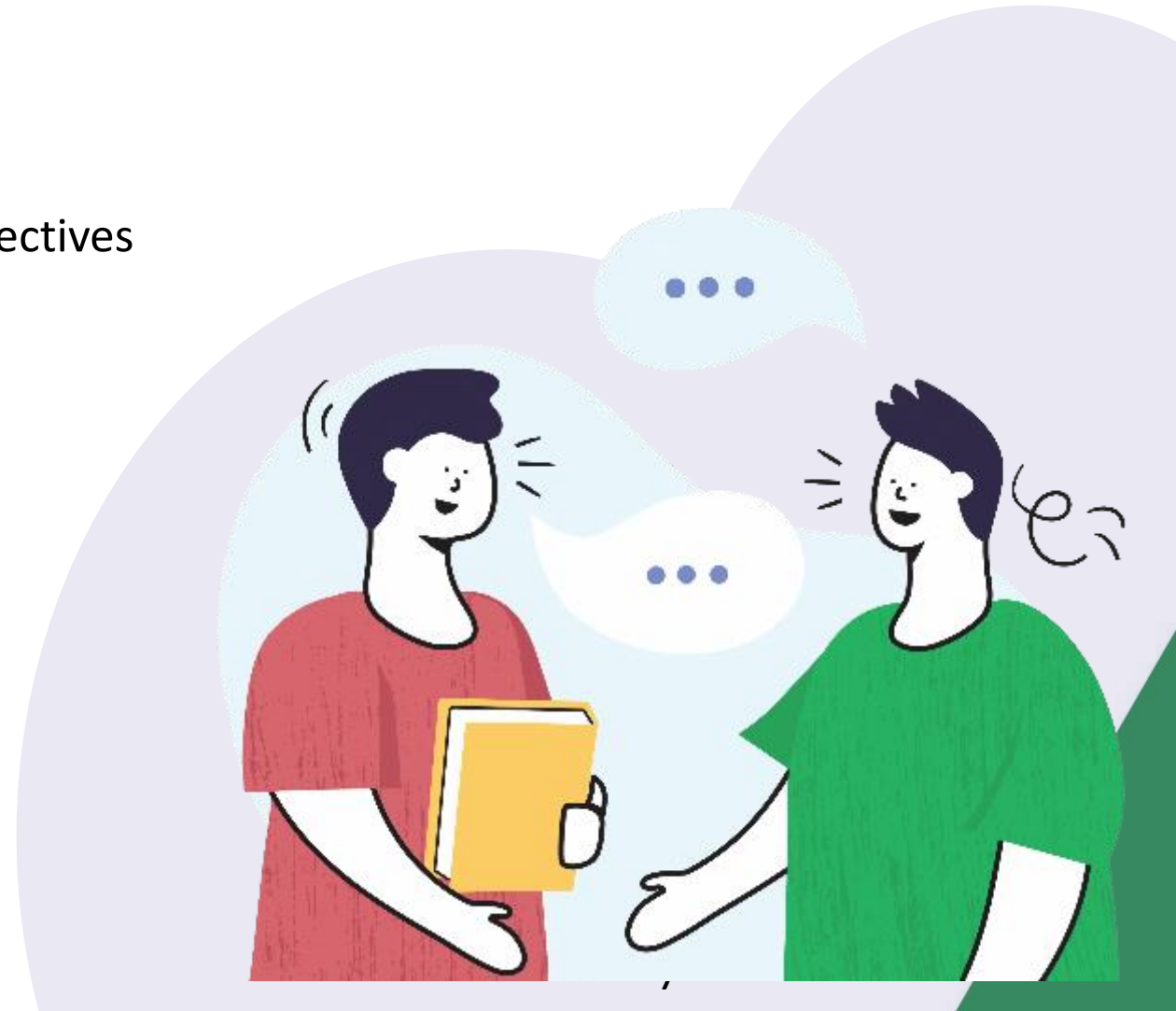
Listen to and understand each other's perspectives and concerns regarding each child



Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers



Respect each other's time by communicating during working hours



# Role Models

Show our children the skills and values they need for life



Find joy in everyday experiences with our children



Instill confidence by encouraging responsibility and believing in our children's abilities



Model good values in words and actions



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



# Real Connections

Cultivate strong relationships and healthy habits in this digital age

Establish good habits for our children to stay confident and in control of their technology 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

**Building Relationships** Page 20

### Helping Your Child Build Healthy Relationships

Healthy relationships and supportive networks contribute to your child's overall well-being, and allow them to experience a sense of community and belonging.

**Things You Can Do**

- Expose your child to a range of social situations.**
  - For younger children, create opportunities for them to interact with other children of similar ages (e.g. attend school camps).
  - For older children, encourage them to make friends with peers who have similar interests.
- Encourage your child to strengthen existing relationships.**
  - Foster healthy relationships with supportive extended family members.
  - Encourage your child to stay in touch with their friends and trusted adults (e.g. meet up with former classmates, visit former teachers on Teachers' Day).

**Things You Can Say**

- Talk to your child about the qualities that make a good friend (e.g. empathy, being respectful), and how to exhibit these qualities.

When you see your friend struggling, put yourself in their shoes. How would you want a friend to support you?
- Older children are often figuring out the balance between being themselves and fitting in with others. Stay connected with your child and let them know that they can talk to you if they feel pressured to act in ways that they are uncomfortable with.

If you ever feel pressured to do something or be someone you are not in order to fit in, please know that you can come to me to share your thoughts and struggles. We will work through that together.
- Listen to your child's problems and ask probing questions to help them find ways to resolve their friendship issues.

How has this affected you or your friend?

What are your expectations of a good friend?

How can you make things better?

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**You've Got This!**

**Navigating the Digital Age** Page 54

### Helping Your Child Thrive in the Online Space

It is important to help your child understand that not everyone holds the same point of view as them. To help them navigate these differing viewpoints, you can guide them to express their opinions confidently online while respecting others' opinions. This will help them contribute to a healthy online community.

**Things You Can Do**

- Encourage your child to keep an open mind and provide opportunities for them to access information that would enable them to consider issues from multiple perspectives.

Why do you think they said that?

If you were in their shoes, would you agree with their opinion?

Consider the issue from another perspective by applying **S.U.R.E.** (Source, Understand, Research, and Evaluate).
- When your child is responding to another person online, encourage them to exercise empathy and respect. If you notice that your child is engaging in negative behaviours (e.g. sending unkind messages), correct them and help them to understand why their actions are wrong.

Is your message respectful and empathetic?

Consider the issue from another perspective by practicing **T.H.I.N.K.** (Thoughtful, Helpful, Inspiring, Necessary, and Kind).
- Posts with negative comments may upset your child, even if they are not directed towards them. Encourage your child to share their thoughts and feelings about these comments with you or a trusted adult.

How do these comments make you feel?

It's okay not to respond to these comments. It's also okay not to respond to these comments. Shall we turn off the comments and notifications and do something else for now?

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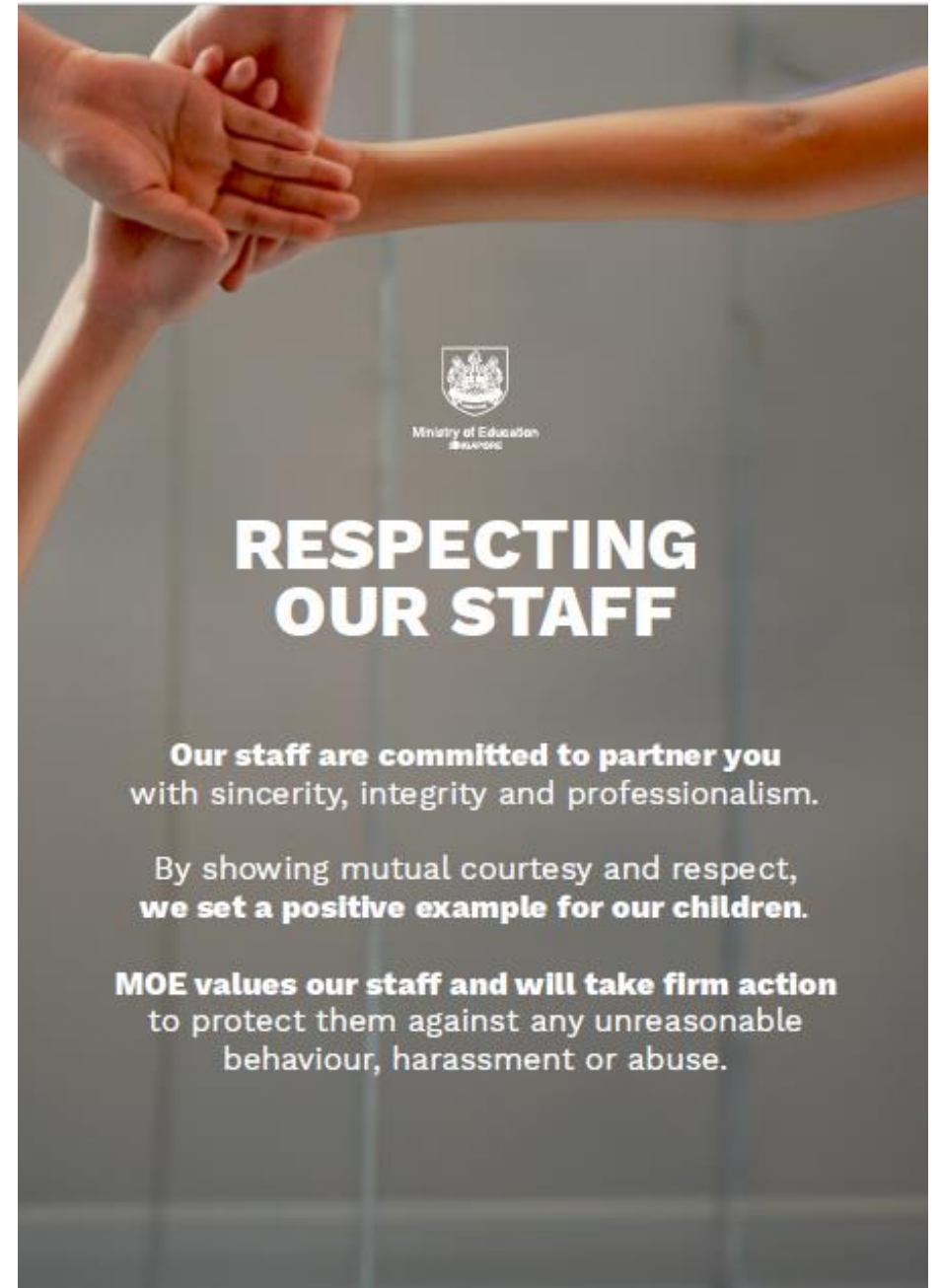
**You've Got This!**



Check Parenting for Wellness Toolbox for conversation starters to facilitate meaningful conversations, and practical strategies on parenting in a digital age.

# 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.

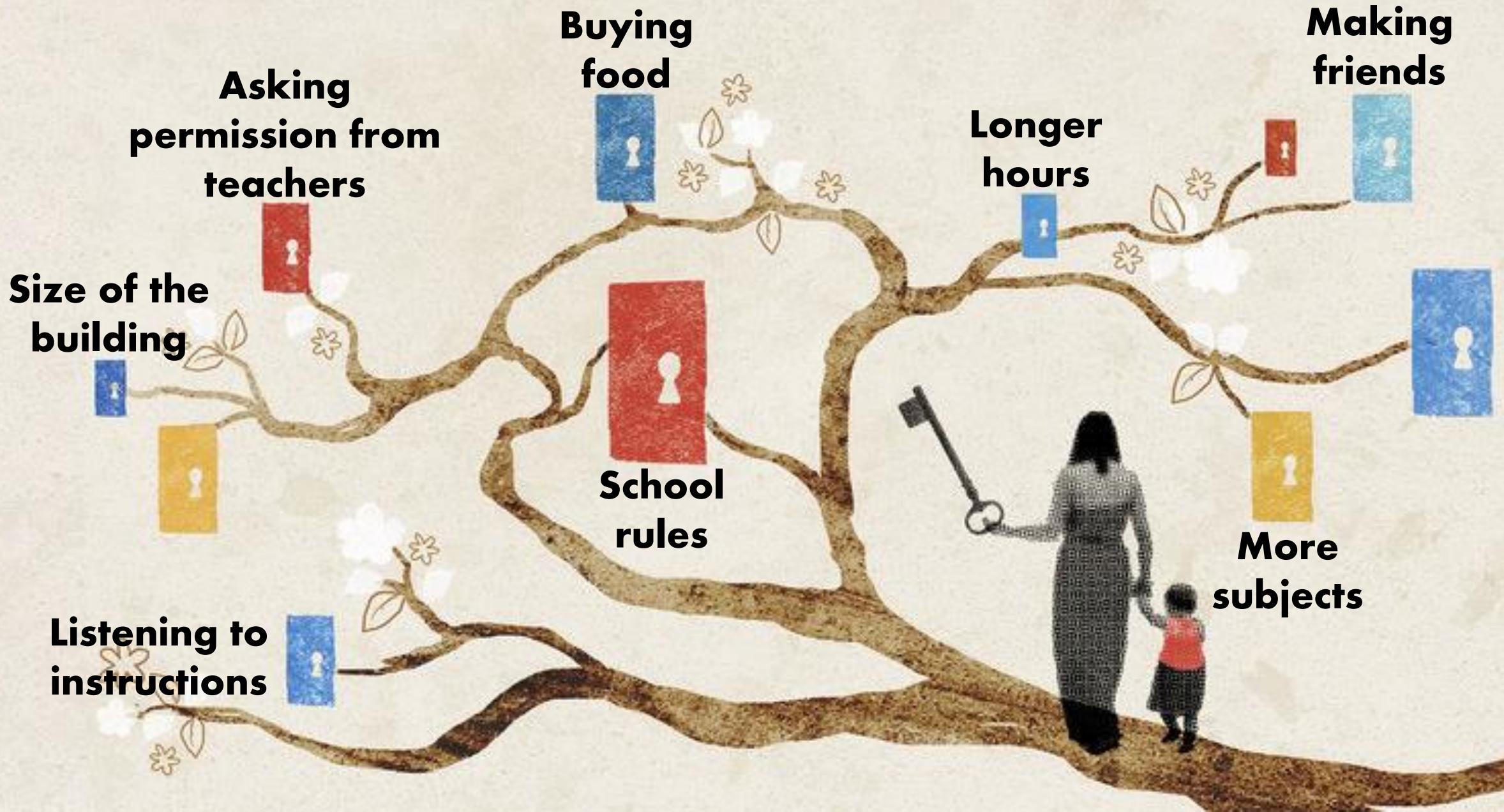


# Support your child's transition from K2 to P1

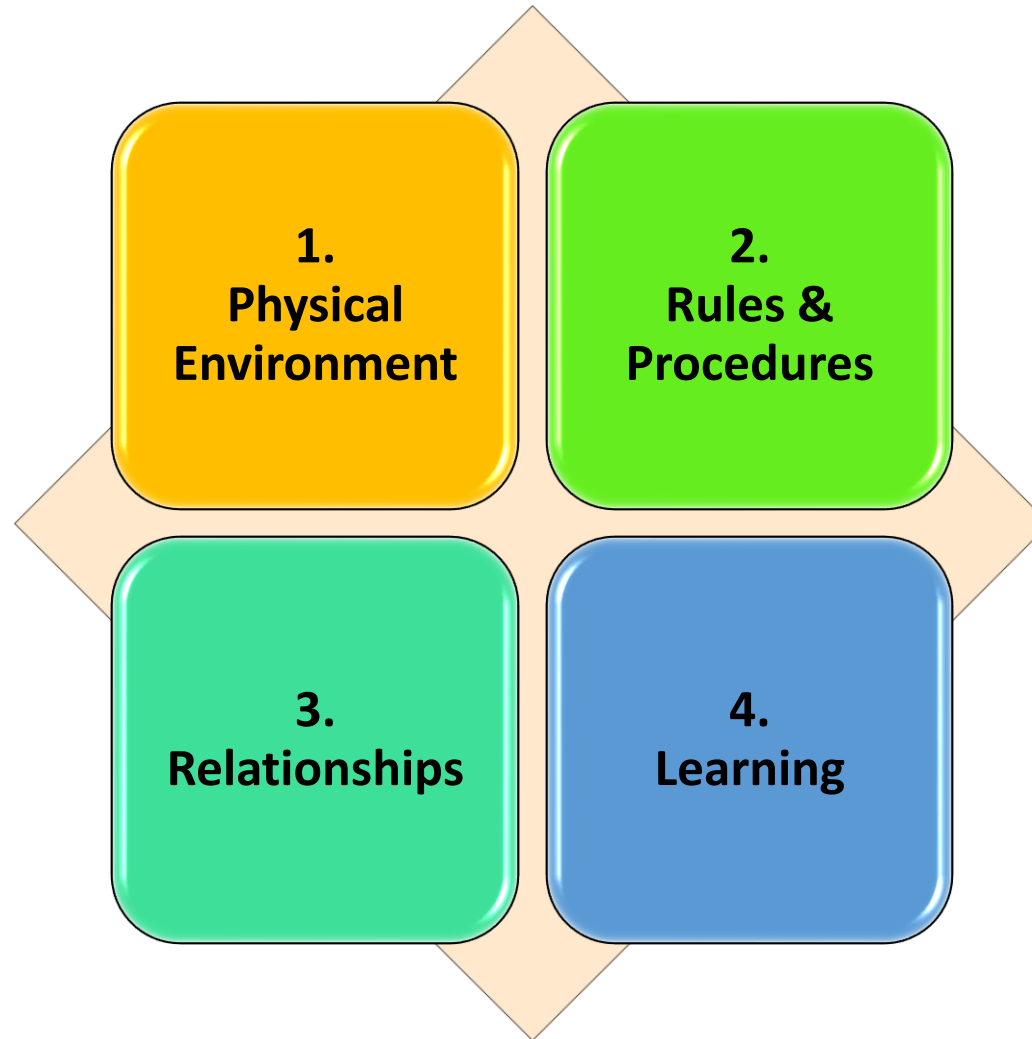


# Transition

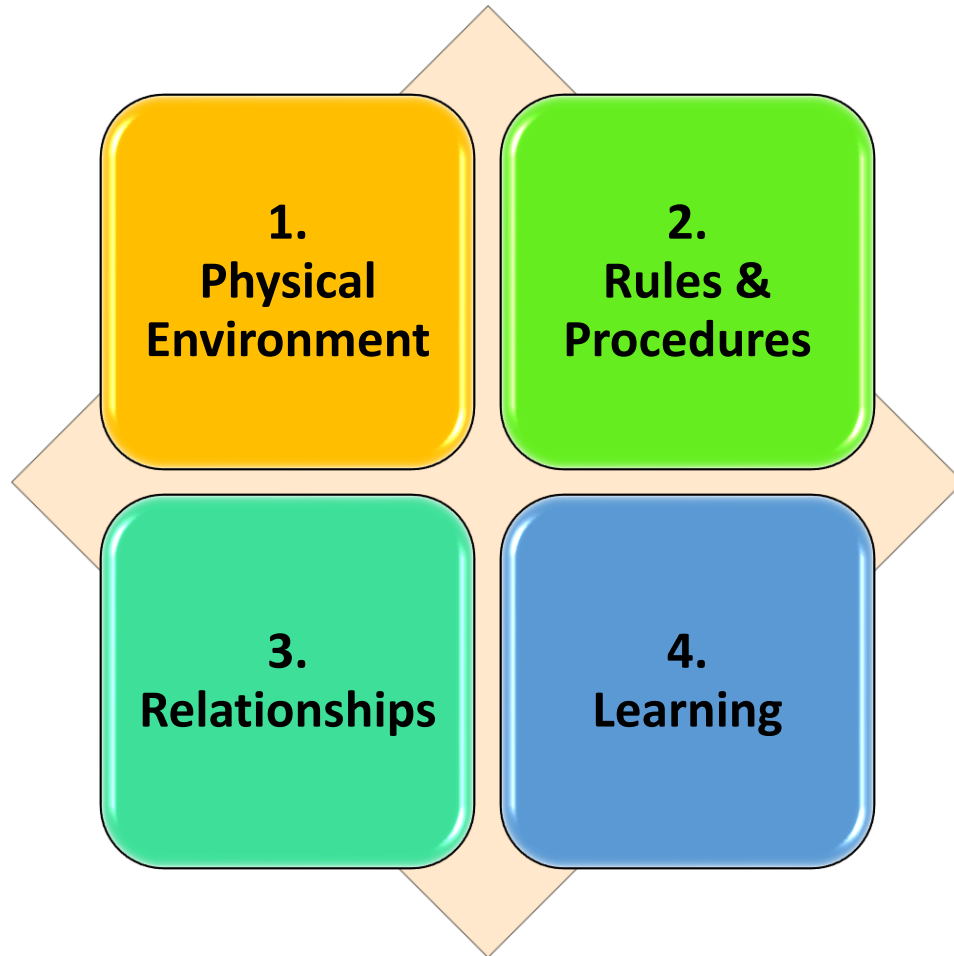
- A process of adapting to changes
- Strong connections between home and school can help ease a child's transition into school.
- It means accurate information about the child is given to the school, meeting and communicating with new teachers, attending school programmes, adapting to school policies.



# The Key Changes for Your Child



# Tips to Ease the Transition



1. Use S.A.F.E. communication
2. Cultivate independence skills
3. Develop social emotional skills
4. Manage the academic workload
5. Ensure punctuality and attendance

**PARENTS BEING THE SUPPORTIVE PARTNERS**

# 1. Use S.A.F.E. Communication



- **SUPPORT**



- **AFFIRM**



- **FAMILIARISE**



- **EMPATHISE**



# 1. Use S.A.F.E. Communication

## **S**UPPORT



- **Talk about fond memories of your own school days.**  
e.g. What you did in Primary One; kind teachers and cheeky classmates you had.
- **Talk about concerns of transition.**  
e.g. like new environment, school rules, friends or fears.

# 1. Use S.A.F.E. Communication

## **A**FFIRM



- **Encourage your child when he/she makes observations.**  
e.g. “That’s interesting!” and ask why he/she said that.
- **Recognise small successes.**  
e.g. “You’ve made another new friend in class. Well done!”

# 1. Use S.A.F.E. Communication

## **F**FAMILIARISE



- **Do practical things to ease your child into new routines.**  
e.g. Plan the daily routines together, practise how to buy food during recess

# 1. Use S.A.F.E. Communication

## **E**MPATHISE



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



## IS YOUR CHILD GETTING ENOUGH SLEEP? —

When your little one has enough sleep, he or she should feel refreshed and have enough energy to go out and play! Having sufficient hours of sleep means at least 10 hours a day if they are 3 to 5 years old and at least 9 hours a day if they are 6 to 13 years old.

### SLEEP DURATION RECOMMENDATIONS

**School Age 6-13 Years**

9-11 HOURS



**Teen 14-17 Years**

8-10 HOURS



# 1. Use S.A.F.E. Communication

## **E**MPATHISE



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

## 2. Cultivate Independence Skills



- **Encourage** self-help skills



- **Promote** a sense of responsibility



- **Teach** your child to care for his/her belongings



- **Involve** your child in making decisions

# School-Ready Independence Skills

- Packing his/her own bag
- Dressing himself/herself
- Eating well during recess
- Regulating toilet habits
- Alighting with bag from vehicle
- Being ready for Student Care





# School-Ready Independence Skills

- Highlighting letters/messages from the school/teachers
- Showing your note in the Student Handbook to the teacher
- Approaching the teachers or the General Office



# 3. Develop Social Emotional Skills



- **Teach** friendship skills



- **Encourage** sharing and taking turns



- **Involve** your child in conversations



- **Help** your child to manage his/her emotions

# 4. Manage the Academic Work



- **Introduce** early literacy and numeracy skills



- **Know** your child's school schedule and events



- **Communicate** regularly with the teachers



- **Check** your child's handbook daily

# What does my child need at Primary 1?

Every child develops at a different pace. We will continue nurturing the knowledge, skills and dispositions that your child has developed at preschool:


|   |  |
|---|--|
| Values, Social-Emotional Competencies, Citizenship Dispositions | <ul style="list-style-type: none"> <li>Understand and Care for Oneself</li> <li>Show Care and Respect for Others</li> <li>Make Responsible Decisions and Act on Them</li> </ul>  |
| Art   | <ul style="list-style-type: none"> <li>Enjoy Participating in Art</li> <li>Express Ideas and Feelings through Art</li> <li>Demonstrate Awareness of Art from Different Cultural Groups</li> </ul>  |
| English Language  | <ul style="list-style-type: none"> <li>Listen and Speak for Enjoyment and Information</li> <li>Read with Enjoyment and Understanding</li> <li>Communicate Ideas and Information through Writing or Using Symbols or Letter-Like Shapes</li> </ul>                    |
| Mathematics   | <ul style="list-style-type: none"> <li>Basic Understanding of Numbers Up To 10</li> <li>Recognise Simple Patterns</li> <li>Compare Quantities Between Two Groups of Objects</li> </ul>   |
| Mother Tongue Languages   | <ul style="list-style-type: none"> <li>Enjoy and Show an Interest in Learning Mother Tongue Language.</li> <li>Enjoy and Show an Interest in Listening and Speaking in Mother Tongue Language.</li> <li>Demonstrate Awareness of Local Ethnic Culture</li> </ul>     |
| Music   | <ul style="list-style-type: none"> <li>Enjoy Participating in Music and Movement Activities</li> <li>Express Ideas and Feelings through Music and Movement Activities</li> <li>Demonstrate Awareness of Music and Movement from Different Cultural Groups</li> </ul> |
| Physical Education  | <ul style="list-style-type: none"> <li>Enjoy Physical Activities</li> <li>Display Coordination in Motor Tasks</li> <li>Demonstrate Awareness of Healthy Habits and Safety</li> </ul>   |

**SCHOOLBAG**  
THE EDUCATION NEWS SITE

HOME EDUCATION FEATURES TEACHERS' DIGEST MULTIMEDIA FAQ

Home > Put the books down! 6 skills your child really needs for P1

Put the books down! 6 skills your child really needs for P1  
14 JUN 2021



MOE Stock Image (\*Photo taken before COVID-19)



# 5. Ensure Punctuality and Attendance



- **Set up** a regular bedtime and morning routine



- **Develop** backup plans for coming to school on time

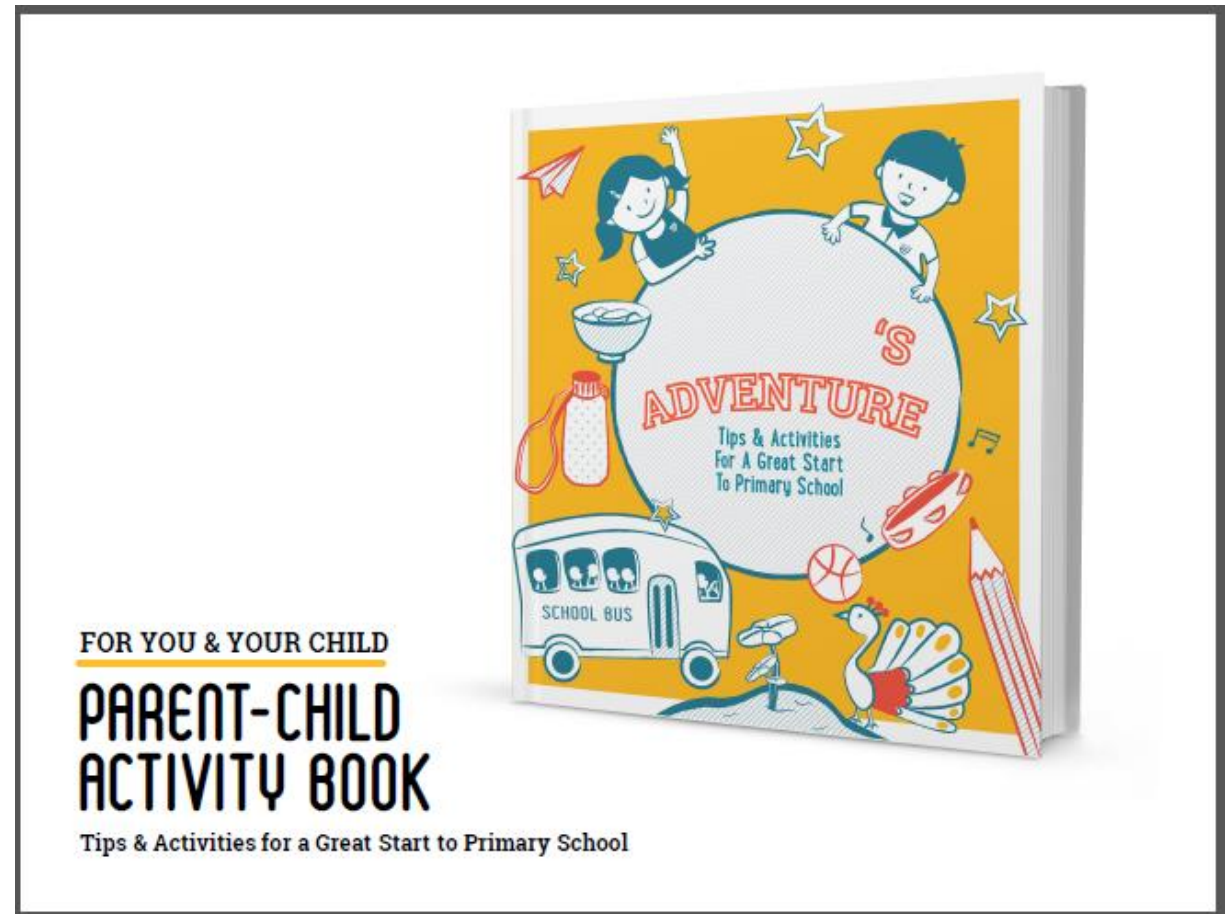


- **Avoid** medical appointments and extended trips during the school term



- **Determine** if your child's complaint of stomachache/headache is genuine

# Parent-Child Activity Book



# Parent-Child Digital Activity Book: Relating To Others

## Build your child's interpersonal skills by:

- Modelling the use of friendly and polite phrases
  - “Hello! My name is... what is your name?”
  - “May I please...”
- Providing opportunities for your child to share and take turns during playtime with other children.
- Teaching them coping mechanisms (e.g. deep breaths, quiet corner, stop-think-do) to enable them to manage their emotions.



# Parent-Child Digital Activity Book: Developing Good Habits

Guide your child to do the following independently:

- Keep to a regular bedtime
- Make healthy food choices
- Pack their bag
- Dress themselves
- Buying food at the canteen





# Dismissal

P1 classes will be dismissed from these gates:

| Gate 1                | Gate 5                |
|-----------------------|-----------------------|
| Primary 1<br>(1.25pm) | Primary 1<br>(1.25pm) |
| <b>P1COM</b>          | <b>P1INT</b>          |
| <b>P1BRV</b>          | <b>P1RES</b>          |
|                       | <b>P1RPS</b>          |
|                       | <b>P1RSL</b>          |