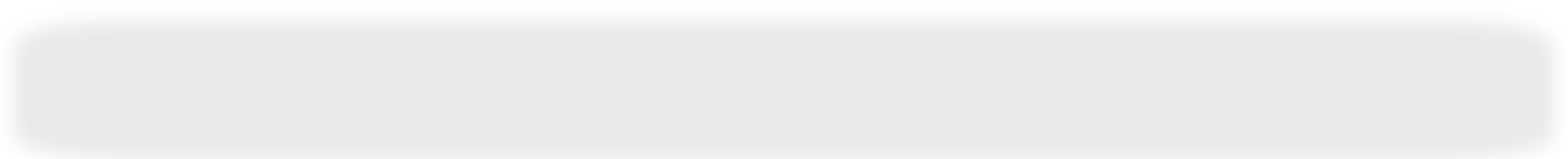# P2 Curriculum Briefing

26 January 2026

2.30 p.m. – 4.15 p.m.

Mission

Nurturing Every Child in a **Vibrant and Caring Environment** where **Talents Blossom**

Vision

Future-Ready Learners,

Leaders of Character

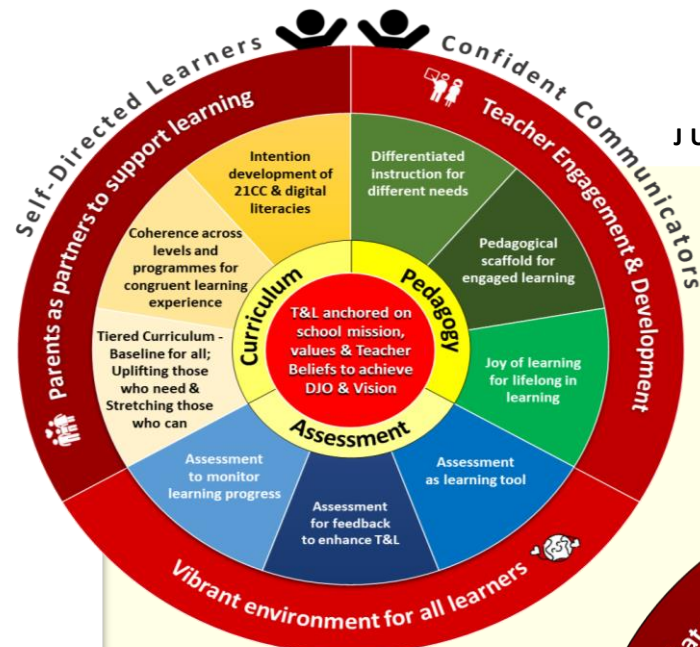# JUNYUAN PRIMARY SCHOOL

Future-Ready Learners . Leaders of Character

Nurturing every child in a vibrant and caring environment where talents blossom

JYPS IP Curriculum Framework

Self-Directed Learners
Parents as partners to support learning
Confident Communicators
Teacher Engagement & Development

- Intention development of 21CC & digital literacies
- Differentiated instruction for different needs
- Coherence across levels and programmes for congruent learning experience
- Pedagogical scaffold for engaged learning
- Tiered Curriculum - Baseline for all; Uplifting those who need & Stretching those who can
- Joy of learning for lifelong in learning

Curriculum / Pedagogy

T&L anchored on school mission, values & Teacher Beliefs to achieve DJO & Vision

Assessment

- Assessment to monitor learning progress
- Assessment for feedback to enhance T&L
- Assessment as learning tool

Vibrant environment for all learners

JUNYUAN PRIMARY SCHOOL

Vision
Future-Ready Learners
Leaders of Character

Mission
Nurturing Every Child in a **Vibrant** and **Caring Environment** where **Talents Blossom**

JYPS SDT Framework

Adaptable Individuals
Parent as partners for consistent and coherent home-school environment
Gracious & Active Citizens
Community partners to extend school's efforts in holistic development

Creating a caring and inclusive environment though positive TSR and PSR to support learning and well-being for all students

Student development anchored on school values to achieve DJOs & Vision

Discipline with care to restore and develop self-management & responsible behaviour

Intentional design of delivery of Co-curriculum & 21CC for coherence in learning

Teachers and staff as role models and enablers

Desired Junyuan Outcomes (DJOs)
Self-Directed Learners
Confident Communicators
Adaptable Individuals
Gracious & Active Citizens

Structures and processes that create a conducive environment for staff growth

Charting our learning as individuals and fraternity to grow in capacity, capability & character

Growing a community of competent and engaged staff anchored on shared beliefs to deliver school mission and vision

Caring for one another

Celebrate our successes and contributions
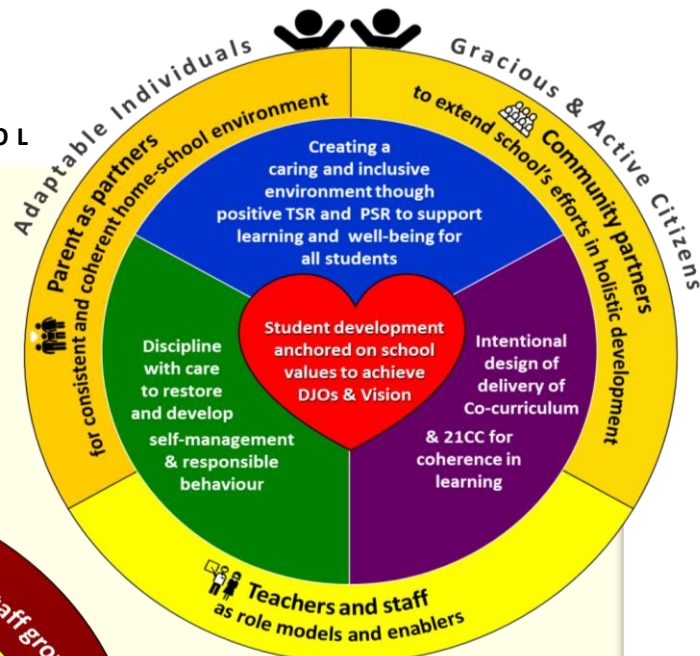
School Values (R³ ICH)
Respect
Responsibility
Resilience
Integrity
Care
Harmony

I can and I will

JYPS PD Framework

Respect . Responsibility . Resilience . Integrity . Care . Harmony
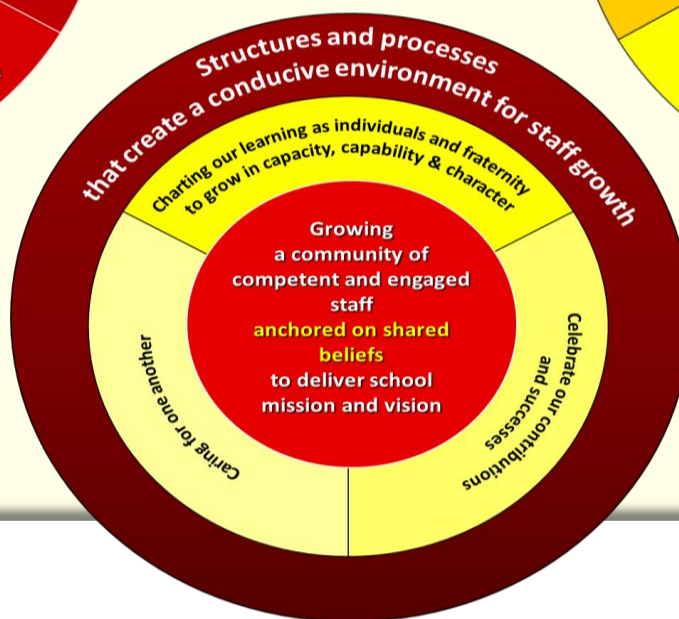
"I can" attitude

Class Posters (P1-3)
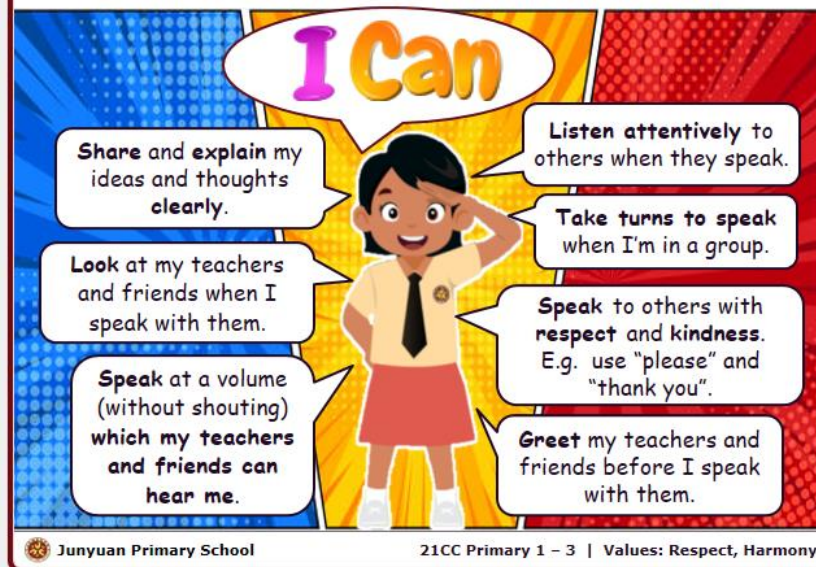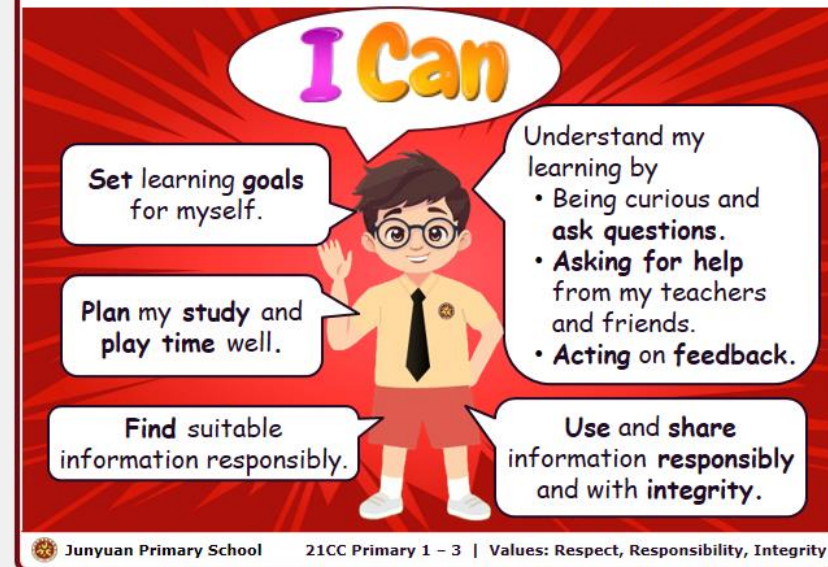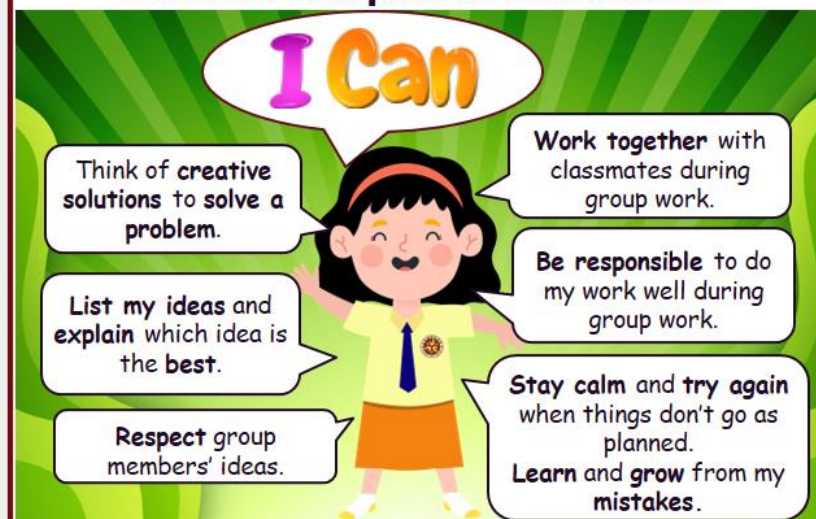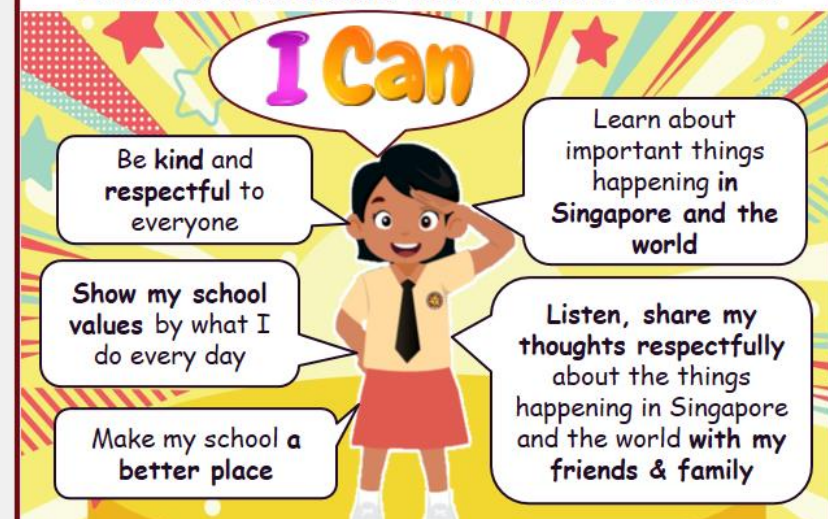
R3ICH

Values

- **R**espect

- **R**esponsibility

- **R**esilience

- **I**ntegrity

- **C**are

- **H**armony
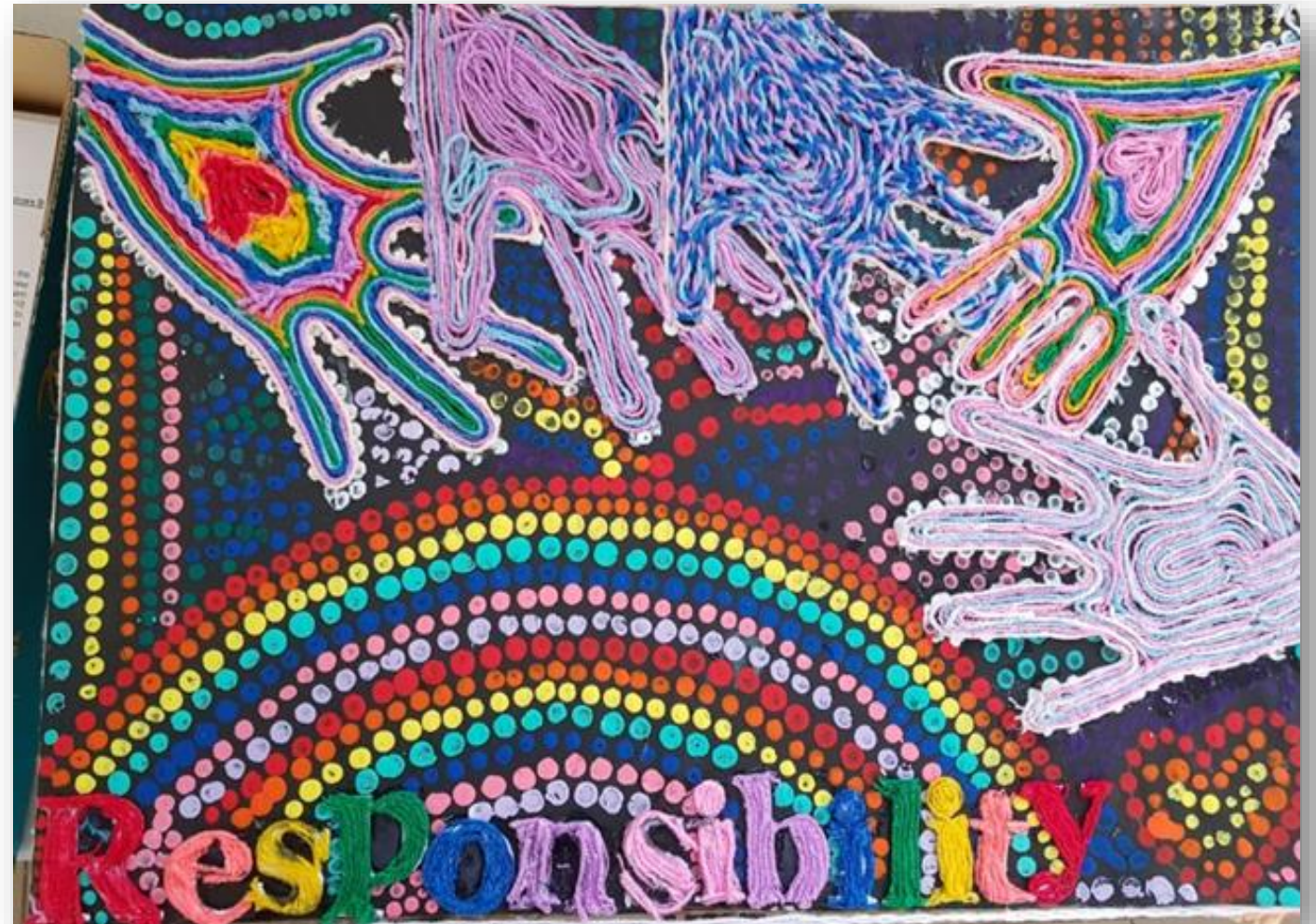
How parents can support your child

Develop Good Learning Habits & Dispositions

- Encourage your child to build good learning habits at home, such as having a routine / schedule to check and complete homework for the day; checking the timetable and packing his / her school bag independently before bedtime.

- By setting good learning habits at home, you will help to encourage greater ownership of learning and build independence in your child.

Instilling the Joy of Learning

At the Lower Primary:

- Focusing on active and experiential learning experience
- Building strong foundation for holistic education
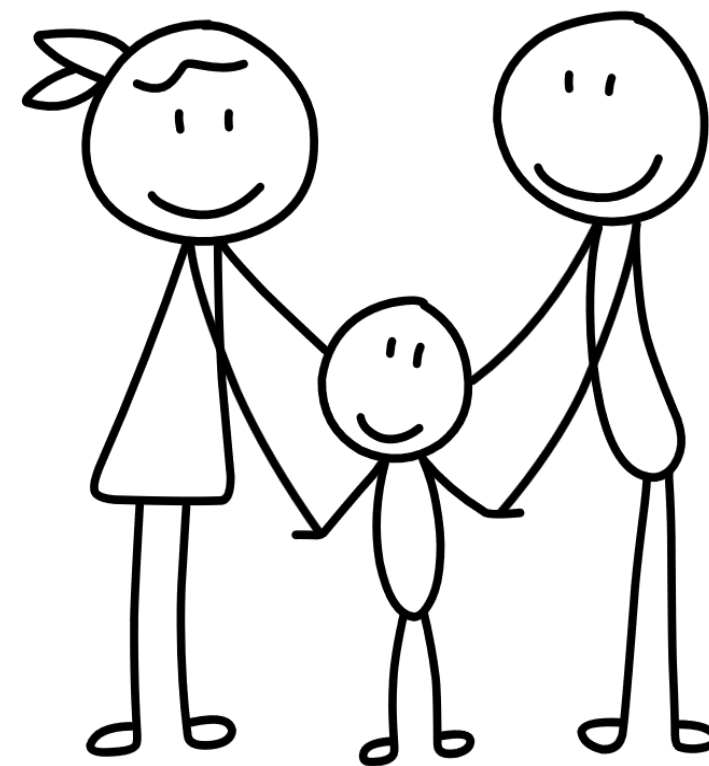- Managing stress on academic achievements

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**.
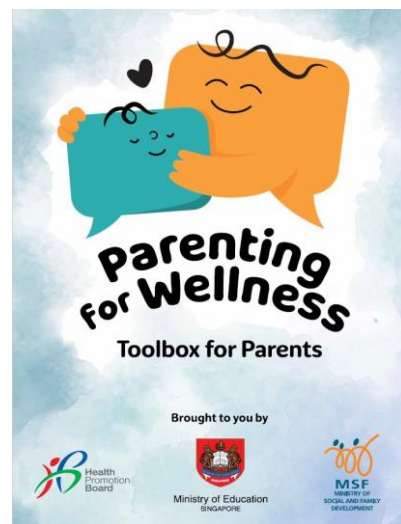
Parents are **a predominant source of support for their child.**

9

How can you support your child?

LOOK out for these signs which indicate your child may need help to cope:
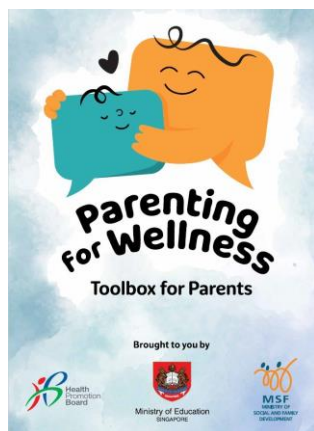

Scan the QR Code to read more about stress vs distress in the Parenting for Wellness toolbox. The full toolbox is available at the end of the presentation.

https://go.gov.sg/pfwdistress

ARE YOU FEELING TOO MUCH STRESS?

We can **LOOK** out for:

Loss of interest in hobbies

Overly tired, sad, worried or upset

Often posting moody messages or talking about hurting yourself

Keeping 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.

Parenting for Wellness — Toolbox for Parents

Brought to you by
Health Promotion Board · Ministry of Education Singapore · MSF Ministry of Social and Family Development

https://go.gov.sg/pfwcheer

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

Source: Parenting For Wellness Toolkit

11

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.

How should children interact with GenAI?

Parents should discourage your children from relying on AI Companions for social-emotional support, as this may pose challenges for their development:

- Children can become attached to AI Companions (e.g. chatbots) as trusted friends however this interaction poses a number of a concerns.

- It blurs the line between fantasy and reality and makes it harder to distinguish good advice from bad advice.

- Overuse of AI may limit opportunities for face-to-face communication, the development of one's empathy and emotional regulation.

- Over prolonged use, children may lack key socio-emotional competencies and struggle with real-world interactions[3] .

About 1 in 3 teens use AI companions for social interaction and find them as satisfying or more satisfying than those with real-life friends.[1]

[1]Common Sense (2025), *Nearly 3 in 4 Teens Have Used AI Companions, New National Survey Finds,* https://www.commonsensemedia.org/press-releases /nearly-3-in-4-teens-have-used-ai-companions-new-national-survey-finds (accessed on 23 October)
[2]UNICEF, *The risky new world of tech's friendliest bots AI companions and children,* https://www.unicef.org/innocenti/stories/risky-new-world-techs-friendliest-bots
[3]Parents, More Kids Are Turning to AI Companions—And It's Raising Red Flags https://www.parents.com/more-kids-are-turning-to-ai-companions-and-its-raising-red-flags-11790959#toc-how--why-kids-are-using-ai-companions-today

Scan QR code to read more about SLS AI-enabled features!

Students will use GenAI to learn in an age-appropriate manner

1. AI use for teaching and learning must be **age- and developmentally-appropriate.**

    -   **Pri 1 to 3 students** will mainly engage in hands-on experiences, with **little or no** direct use of AI tools.

    -   **Pri 4 to 6 students** will use AI tools occasionally with teacher supervision in class to support their learning.

2. There are safe and pedagogically sound AI tools available in the Singapore Student Learning Space (SLS). Students will use these tools when their teachers incorporate these tools within the assigned SLS modules.

Three AI-enabled systems in the Singapore Student Learning Space (SLS):

Students will develop AI literacy throughout primary school

- Under MOE's National Digital Literacy Programme (NDLP), students will develop **9 digital competencies** under the **Find, Think, Apply, Create (FTAC)** Frame. (Scan QR code on the right)

- Students will develop AI literacy over their educational journey.
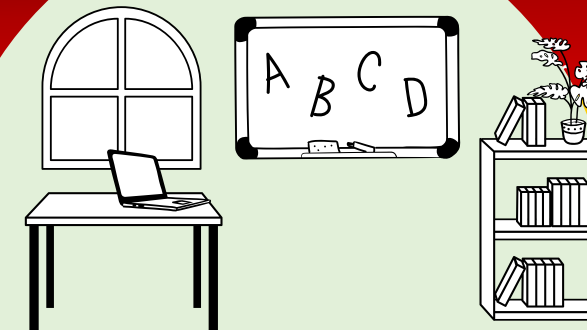
To access information on MOE's NDLP

Lower primary students will learn to recognise that AI is present in our daily lives

Upper primary students will learn about the risk of misinformation from AI output, that AI output may contain false information, and how some AI features (e.g. those in SLS) can support learning in a safe digital environment

Primary 1 to 3

How will your child use AI for his/her learning?

WHAT IS AGE-APPROPRIATE USE OF AI?

Schools are given guidance on the age-appropriate use of AI. These guidelines are informed by learning sciences.

P1 to P3

Concrete, hands-on learning experiences, and social interactions should be prioritised to allow students to build foundational knowledge, cognitive and social skills, and human relationships.

- Direct use of AI tools by students is not advisable as students may not be able to discern the output and may mistake AI as human

P4 to P6

The use of AI could be **gradually introduced to students** under the guidance of teachers.

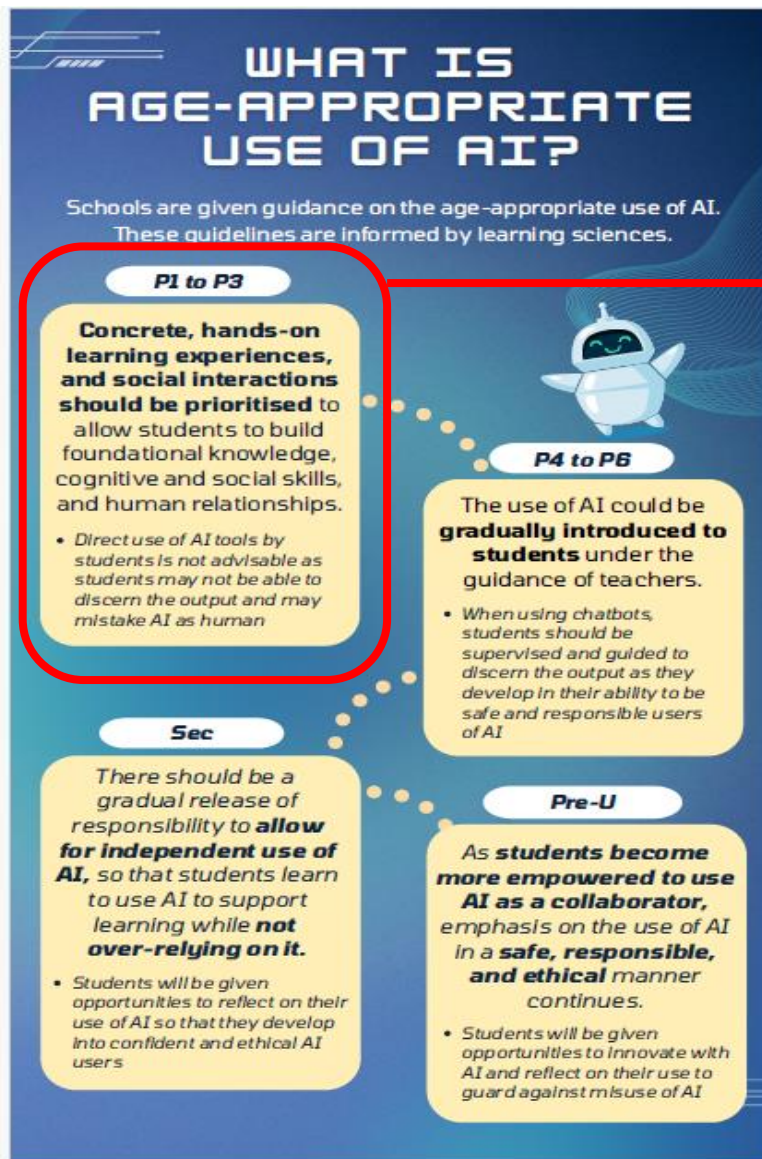- When using chatbots, students should be supervised and guided to discern the output as they develop in their ability to be safe and responsible users of AI

Sec

There should be a gradual release of responsibility to **allow for independent use of AI,** so that students learn to use AI to support learning while **not over-relying on it.**

- Students will be given opportunities to reflect on their use of AI so that they develop into confident and ethical AI users

Pre-U

As **students become more empowered to use AI as a collaborator,** emphasis on the use of AI in a **safe, responsible, and ethical** manner continues.

- Students will be given opportunities to innovate with AI and reflect on their use to guard against misuse of AI
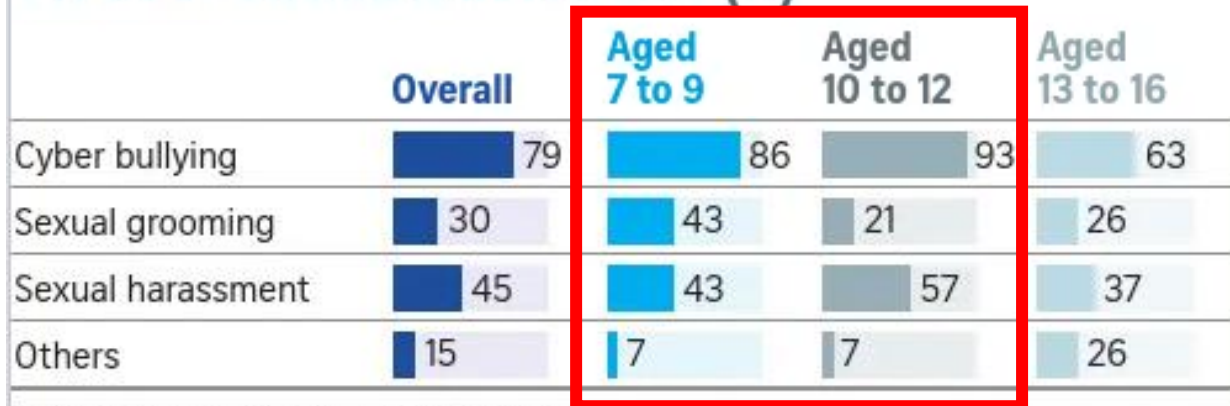
P1 to P3

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TYPES OF ONLINE HARASSMENT (%)

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
Cyber bullying	79	86	93	63
Sexual grooming	30	43	21	26
Sexual harassment	45	43	57	37
Others	15	7	7	26

NOTE: This question was posed only to parents who reported that their children had faced online harassment. The poll is subject to a margin of error that is comparable with other research surveys.

Source: MILIEU INSIGHTS
STRAITS TIMES GRAPHICS

CURRENT REALITY
Types and frequency of harmful content our children are exposed to

Source: Milieu Insights, reported by the Straits Times (Feb 2021)

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 (30 Nov 2023)

48% of parents surveyed were able to give an accurate estimate of the amount of time their child spent on gaming

31% of parents were fully aware of who their child gamed with

25% of parents were not at all aware of who their child gamed with

Source: MDDI Survey (Feb 2024)

Did you know?

What does this mean?

Most social media platforms and popular games have **App Store age-ratings:**

- **12+** : WhatsApp, Instagram, Roblox
- **17+** : Telegram and Discord

But the **majority of our children** have access to social media **before** the recommended **ages**.

Research shows that **screen use (smartphone and social media access) in young children** is associated with: insufficient good quality sleep, sedentary behaviours, obesity, and mental health and well-being .
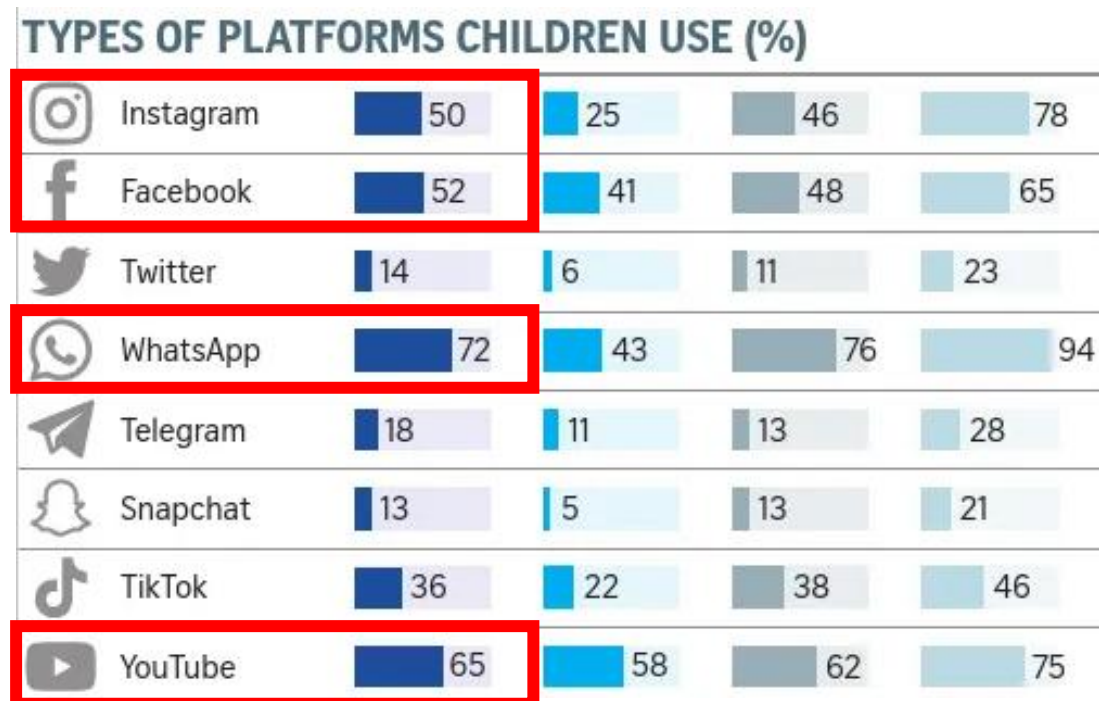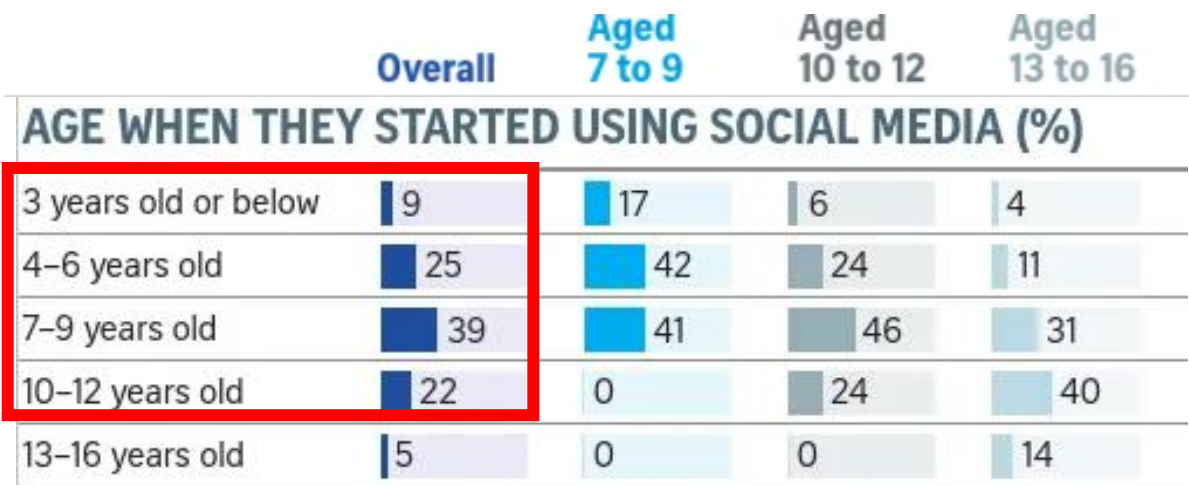
We need to ensure our children's use of devices and platforms are **age-appropriate**, and have **open conversations** with them about their digital habits.

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

18

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
AGE WHEN THEY STARTED USING SOCIAL MEDIA (%)				
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	0	24	40
13–16 years old	5	0	0	14

TYPES OF PLATFORMS CHILDREN USE (%)	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
Instagram	50	25	46	78
Facebook	52	41	48	65
Twitter	14	6	11	23
WhatsApp	72	43	76	94
Telegram	18	11	13	28
Snapchat	13	5	13	21
TikTok	36	22	38	46
YouTube	65	58	62	75

CURRENT REALITY

About a third of parents with children aged seven to 12 said they had Instagram accounts

Source: Milieu Insights, reported by the Straits Times (Feb 2021)

What is Cyber Wellness?

Cyber Wellness is the ability of our children and youth to navigate the cyberspace safely.

This is done through our **Character and Citizenship Education (CCE) 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**.

Through the curriculum, your child learns knowledge and skills to have **balanced screen use, be safe online, and exhibit positive online behaviours.**

Resources

Scan here to find out more about MOE's Cyber Wellness curriculum:

GO.gov.sg

https://go.gov.sg/moe-cw-education

Primary 1 and 2

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

Basic online safety rules
- Talking to only people you know

Cyber Contacts
- Understand that the profiles of strangers that we see online may not be their real identities
- Recognise the dangers of chatting with strangers online

Importance of a balanced lifestyle
- Especially in exercise, sleep and screen time for health and well-being

Protecting personal information
- Understand the risks of disclosing personal information

Family Time

Family Chat Time!
Share with your family members:
- What are the safety rules I must follow to keep myself safe online?
- What do I know about tricky people?

My child/ward knows how to keep safe in the cyberworld!

_____
Parent's / Guardian's signature

Explore Cyber Wellness messages with your child through the **CCE (FTGP) Journal by participating in "Family Time"** activities in the journal.

AT JYPS, WE ARE *Responsible* DIGITAL LEARNERS.

I will take good care of this learning device.

I will <u>not</u> change any settings and the wallpaper of this learning device.

I will only use the specific/recommended apps and websites for the learning task.

When my teacher gives instructions, I will keep this learning device screen facing down and listen attentively.

I will report any fault with this learning device immediately to my teacher.

FAULT

Be Safe.
Be Smart.
Be Kind.

ICT AUP Agreement

I will strictly follow the ICT AUP Agreement in Student Diary (Pg 35-37).

Watch this video on YouTube about setting routines and family agreements that will help your child learn when to switch off, and how to stay present: **Ctrl + Alt + Disconnect: Press Pause Together**

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
We seek your understanding that teachers will respond to your emails and phone calls between 7.30 am to 5.30 pm on Mon to Fri

Official Channels of Communication

Communications with parents:

- JYPS Bulletin for Parents
   (School Website)
- Parents Gateway (MOE App)
- Student Diary
- Parent-Teacher Meeting / Briefing
- Class DOJO
- Emails (school/teachers)
  - Generic email address: junyuan_ps@moe.edu.sg
- Phone calls (parents can call GO to leave a message for the teachers)
  - General Office: 6783 0375
- Whatsapp message from school official line (sent to primary Point of Contact)

Role Models

Show our children the skills and values they need for life

Model good values in words and actions

Find joy in everyday experiences with our children

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

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

Thank You