



# 2026 Parents Briefing

## (Primary 4)



# Welcome!

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FUTURE-READY LEARNERS, ROOTED IN VALUES  
SEMBAWANG PRIMARY SCHOOL

# Agenda

1. Principal's Address
2. Assessment and Subject-based Banding
3. Level Programmes & Student Development
4. Grow Well SG – Student Well-Being
5. School-Home Partnership



# Principal's Address

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SEMBAWANG PRIMARY SCHOOL

# SBPS Heartbeat

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# MOE's Key Directions

## Future of Learning

A movement to transform *what and how our students learn* so that they are able to *thrive and harness opportunities* in our *rapidly changing world*

**Strengthen 21CC**



**Reimagine learning spaces and partnerships to provide rich learning contexts**

**Educational Technology as capability multiplier**



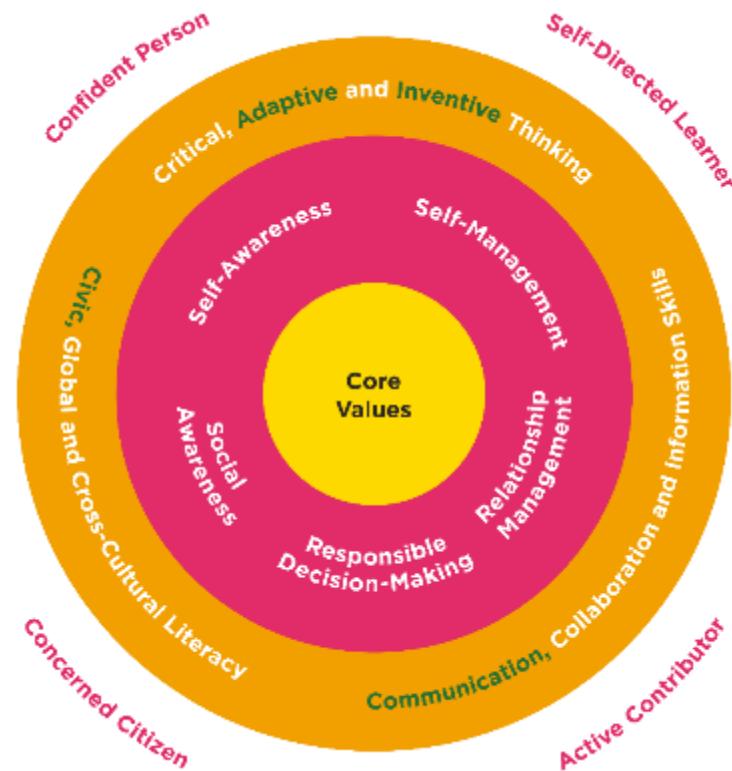
# Enhanced Framework for 21CC

## Adaptive Thinking

- **Confident** in navigating situations without established answers
- **Resilient** in the face of failure
- **Nimble** in responding to changing contexts

## Civic Literacy

- **Discerning** to critically assess online information and evaluate societal issues holistically
- **Willing to act** with shared commitment and ideals when engaging with social and global issues, while remaining rooted in the Singapore context



## Inventive Thinking

- **Curious** and **reflective** about what they learn, while being driven by a sense of purpose
- **Cognitively flexible** in approaching problem-solving

## Communication

- **Courageous** and **spontaneous** in communicating ideas to persuade others
- **Open-minded** and **empathetic** when collaborating across cultures



# Our SBPS Heartbeat

*Future-Ready Learners, Rooted in Values*

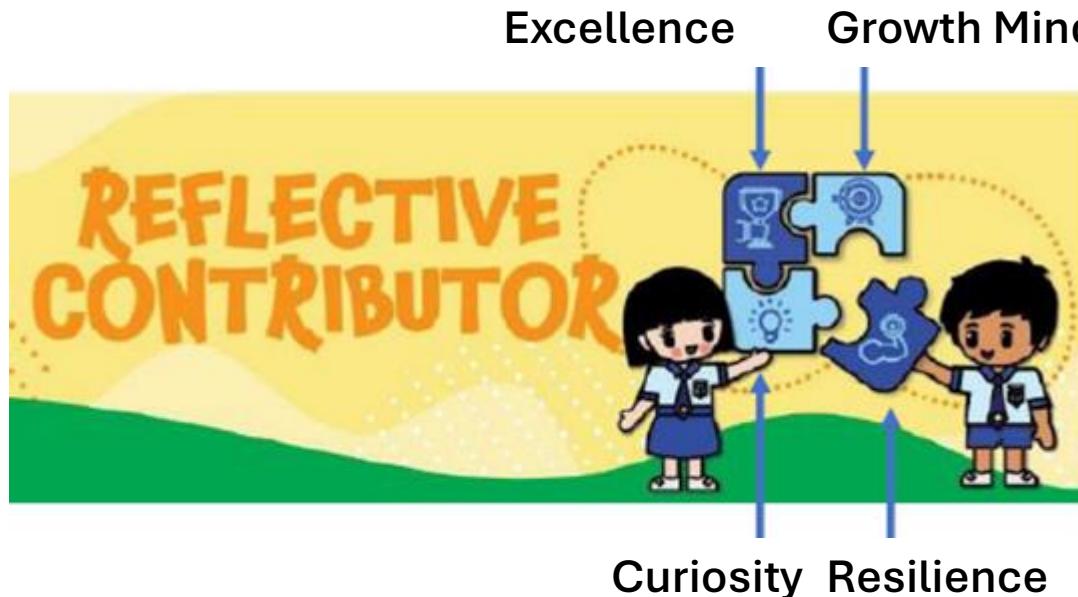
At SBPS, we learn to:

- grow  ,
- care  , and
- make a difference  .



# Student Outcomes

A **Reflective Contributor** has a **Growth Mindset** towards learning and displays the values of **curiosity, excellence** and **resilience**.



A **Compassionate Leader** is able to **lead self and others** by contributing to the community and displaying the values of **care, gratitude** and **integrity**.



# Character Education @SBPS – Parents Partnership

## Inculcate a Growth Mindset in students

### Key messages you can help to reinforce at home



TRAIN MY BRAIN  
TO BE BETTER

Talent and ability are not fixed, we can improve from where we are



I PUT IN EFFECTIVE  
EFFORT  
TO ACHIEVE MY GOALS

Effort is key to success



LEARN FROM  
MISTAKES

Mistakes are learning opportunities to improve



EMBRACE  
CHALLENGES

Face challenges with grit and positivity



# Our School Values

**CURIOSITY**  
We are inquisitive and keen to learn.

**RESILIENCE**  
We rise above challenges and learn from setbacks.

**EXCELLENCE**  
We are the best that we can be.

**CARE**  
We care for self, others and the community.

**GRATITUDE**  
We are thankful and pay it forward. We show appreciation for self and others.

**INTEGRITY**  
We do the right thing even when no one is watching. We have the courage to stand up for what is right.



# Focus for 2026

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## I Know Myself, I Grow Myself

This year, I ***learn how to know myself***  
and ***grow as a learner***.



# Assessment & Subject Based Banding (SBB)

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# Purpose of Assessment

- Provides feedback about child's progress
- Identifies strengths and areas for growth
- Encourages child to reflect on feedback
- Nurtures lifelong learners with strong intrinsic motivation to learn



# Assessment Matters

Weightings in %			
Term 1	Term 2	Term 3	Term 4
No Assessment	WA 15%	WA 15%	EYE 70%

- Students who are absent during any assessment must submit official medical certificates or authorised documentation to their Form Teacher.
- Letters from parent are not accepted.
- There will be no re-sitting of papers for students who are absent on assessment days.



# Subject-Based Banding (SBB)

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# What is Subject-Based Banding (SBB)?

The practice where students can take a **combination** of subjects at standard and foundation levels based on their **strengths** and **readiness**.



# Why Subject-Based Banding (SBB)?

- Caters to **diverse learning needs** of students with varying abilities
- **Enables** students to study their strong subjects at the highest level possible
- **Stretches** potential in subjects they are strong in
- **Builds up** understanding in subjects they need more help in
- **Levels up** students to achieve better results



# P5 & P6 Curriculum

- **Core subjects:** English, Mathematics, Science and Mother Tongue Language\* in either standard or foundation level
- **Common subjects** (not classified by standard or foundation): Social Studies, Character and Citizenship Education (CCE), Art & Craft, Physical Education (PE), Health Education, Form Teacher Guidance Period (FTGP)

*\*Unless exempted or granted permission to take an alternative language by MOE*



# Comparison of Standard & Foundation Subjects

- Foundation subjects focus on mastery of **core content and skills**
- They are pitched at a **lower level** as compared to the same subjects at standard level
- They may cover fewer topics than standard subjects or the concepts covered are not as in-depth



# Comparison of Standard & Foundation Subjects

Example:

- P5-6 Standard Math syllabus is an extension of the concepts learnt in P1-4 standard Math syllabus
- P5-6 Foundation Math syllabus re-visits the important concepts and skills taught in P1-4 and introduces only a portion of the new concepts taught at Standard level



# Comparison of Standard & Foundation Subjects

- Students taking 4 standard subjects have the same number of periods as students taking 4 foundation subjects

4 Standard Subjects	Periods / Week
EL (S)	12
Math (S)	9
SC (S)	6
MTL (S)	9
<b>TOTAL</b>	<b>36</b>

4 Foundation Subjects	Periods / Week
EL (F)	14
Math (F)	12
SC (F)	5
MTL (F)	5
<b>TOTAL</b>	<b>36</b>



# SBB Process

P4	P5	P6
<ul style="list-style-type: none"><li>• Student sits for school-based examinations</li><li>• School recommends a subject combination based on student's results</li><li>• Parental Option Form is given at the end of P4 and parents will make the final decision on their child's subject combination</li></ul>	<ul style="list-style-type: none"><li>• Student takes the subject combination chosen by parents</li><li>• Student sits for school-based examinations</li></ul>	Student takes the subject combination decided by the school
<b>End of P5</b>		<b>End of P6</b>
School recommends a subject combination based on student's results		Student sits for PSLE



# Descriptors for Achievement Bands & Grades (P4)

Achievement Band	Mark Range	Descriptor
Band 1	85 and above	Is very good in the subject
Band 2	70 - 84	Is good in the subject
Band 3	50 - 69	Has adequate grasp of the subject
Band 4	Below 50	Has not met the minimum requirements for the subject

\*Student Handbook pg. 17



# School's Consideration & Recommendation at P4

Student's P4 Results	Recommended P5 Subject Combination
Obtains good passes in all 4 subjects (EL, MA, SC & MTL)	4 standard subjects + Higher MTL ( <b><u>4S1H</u></b> ) → Standard EL, MA, SC → Higher Mother Tongue Languages (CL/ML/TL)
Passes all 4 subjects	4 standard subjects ( <b><u>4S</u></b> ) → Standard EL, MA, SC & MTL
Passes 3 subjects	4 standard subjects ( <b><u>4S</u></b> ) → Standard EL, MA, SC & MTL
Passes 2 subjects or fewer	3 standard subjects + 1 other foundation subject ( <b><u>3S1F</u></b> ); OR* → Standard EL, MA, SC + Foundation MTL  1 standard subject + 3 other foundation subjects ( <b><u>1S3F</u></b> ); OR* → Standard MTL + Foundation EL, MA, SC  4 foundation subjects ( <b><u>4F</u></b> ) → Foundation EL, MA, SC & MTL



# Subject Combination Offered in P5

- School may not be able to offer all possible subject combinations
- Considerations:
  - Number of students selecting that particular subject combination (minimum of 5 students)
  - Availability of teachers and facilities
- Students taking different subject combinations may be placed in the same class



# Higher Mother Tongue Languages (HMTL)

- Students who choose to do HMTL will sit for two separate papers, one MTL and the other HMTL paper during school examinations
- HMTL has no bearing on the PSLE score. The MTL marks will be computed in the PSLE Score and the HMTL marks will be graded as ‘Distinction’, ‘Merit’ or ‘Pass’ or ‘Ungraded’
- 2 periods (1h) of HMTL lessons will be conducted in the afternoon



# Expectations of HMTL

- Higher requirement of self-discipline and independent learning
- Greater commitment – extra lessons conducted in the afternoon

## Dropping of HMTL

- Dropping of HMTL will only be allowed after P5 EYE, subject to approval. Parents will need to write to the school formally for the option to be considered
- Students who are not coping well with HMTL and/or other 4S subjects will be asked to drop HMTL at the end of P5



# Important Considerations for HMTL

- Can my child cope with HMTL?
- Does your child read books in the mother tongue widely?
- How will HMTL help my child achieve his/her aspirations?
- What are my child's strengths?
- How will the subject combination advantage / disadvantage my child?



# Level Programmes & Student Development

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# The Writer's Toolbox

## (English Language)

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# **SBPS Pilot with The Writer's Toolbox**

## **Purpose of the Pilot**

- Conducted over **two years** during English Language lessons with Upper Primary Classes
- Explored how technology can **strengthen writing instruction** and support **diverse learners**

## **What We Observed**

- Students became **more confident writers**, especially those who previously struggled
- Improved understanding of **sentence construction and paragraphing**
- Benefited from **explicit modelling, guided practice, and timely feedback**
- Used to **support classroom teaching**, not replace teacher instruction

## **Use of Educational Generative AI**

- Includes **education-specific AI**, not open public AI tools
- Provides **age-appropriate models, guided feedback, and prompts**
- Promotes **critical thinking**



# How Writer's Toolbox Supports Our Students

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Writer's Toolbox helps students to:

-  Write **clearer and more organised sentences**
-  Develop **strong paragraphs** with details and examples
-  Expand **vocabulary and language precision**
-  Apply skills directly to **compositions and exam writing**
-  Learn through **guided practice and immediate feedback**

The programme is **progressive**, building skills step-by-step across the middle to upper primary levels.



# How Will Writer's Toolbox Be Used in School?

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- Introduced **during regular English Language (EL) lessons**
- Lessons are **teacher-guided** and aligned with the EL syllabus
- Used to:
  - Reinforce writing skills taught in class
  - Support class writing tasks and compositions
- Students will access the platform **in school**, with opportunities for **practice at home**



# Subscription Details

- **Subscription fee: \$40 per student (co-payment of \$20 using Edusave)**
- **Duration: 1 year**
- **Covers access to:**
  - All age-appropriate writing modules
  - Guided lessons and practice activities
  - Ongoing use throughout the school year

This ensures **consistent exposure and sustained support** for writing development.



# Student Development Experiences in P4



Museum-based Learning  
(National Gallery)



Learning Journey to Kreta  
Ayer Heritage Gallery



Learning Journey to  
Road Safety Park



Games Day



Experiential  
Learning Week

# How SBPS Support Every P4 Child:

## Learning Support and Enrichment

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### In-Curriculum Support:

- Small-group EL classes
- Learning Support for Mathematics (LSM)
- Banded MTL classes



# How SBPS Support Every P4 Child:

## Learning Support and Enrichment

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### After-school Support:

- Remedial lessons
  - Remedials are conducted on Mondays and Thursdays, 1hr per session.
- School-based Dyslexia Remediation (SDR)
- Reading Remediation Programme (RRP)
- Reading Circles (EL)
- E2K Math and Science Enrichment



# How SBPS Support Every P4 Child:

## Well-being, Habits and Guidance

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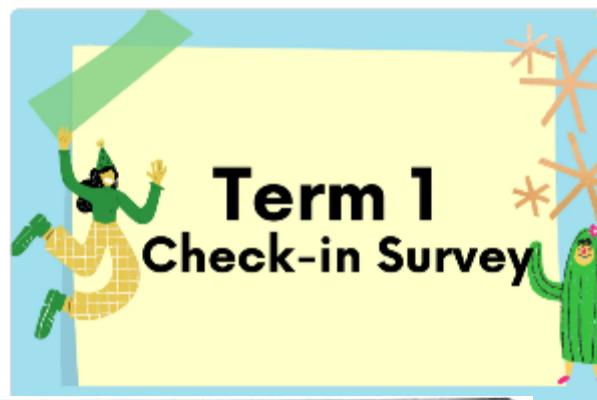
- Year Head's Time
- Form Teachers' Guidance Period (FTGP)
- Start-It-Right (expectations, settling in and relationships)



# How SBPS Support Every P4 Child:

## Well-being, Habits and Guidance

- Termly Check-ins
- Lessons on Growth Mindset
- Target Setting
- 1-to-1 Interaction Time with Form Teachers



**Term 1 Check-in Survey**

Name: \_\_\_\_\_ Date: 6 Jan 2026

1. Academic Goal (Something I want to improve in my learning)  
M T

2. Learning Habit Goal (How I manage myself as a learner)  
Read what is written and keeping all distractions away

3. This goal is important to me because:  
 It will help me improve my learning  
 It will help me stay focused  
 It will help me feel more confident  
 Other \_\_\_\_\_

4. One challenge that I may face: Read the words

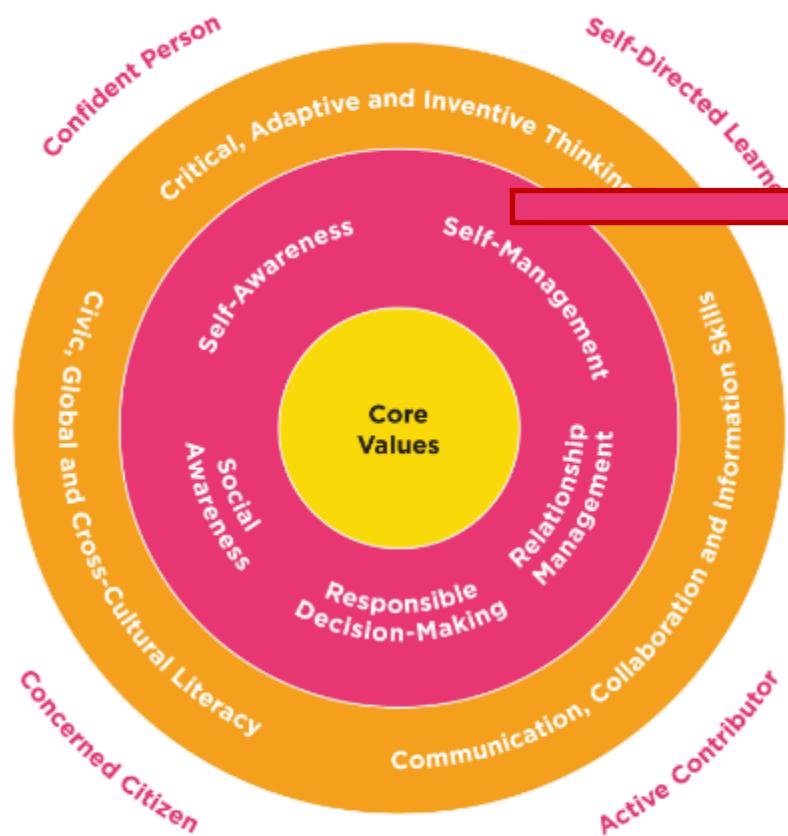
5. One strategy I can use to help me: Learn those words

I can plan and manage my learning by setting goals and making choices that help me succeed.

**GOAL CARD**



# Social-Emotional Learning (SEL)



1. Self-Awareness
2. Self-Management
3. Social Awareness
4. Relationship Management
5. Responsible Decision-Making



# SEL: Social Awareness & Relationship Management

**PEER SUPPORT**

**How Can I Ask For Help?**

**Ask**  
a trusted adult or friend for help.

**Tell**  
the trusted adult or friend how you feel and the problem.

**Helpline - Tinkerfriend**

- 1800 - 2744 - 788 (2.30pm to 5pm on weekdays)
- Tinklefriend.sg (online chat)  
(2.30pm to 7pm from Mon to Thu, 2.30pm to 5pm on Fri)

**How Can I Resolve Conflicts?**

**Calm down** by counting to ten.

**State** and understand the problem.

**Apologise** and agree to find a solution.

*"I felt upset when you took my things without my permission."*

**Peer Leadership**

With reference to PSR Resource Pack from 2019 Guidance Branch, Student Development Curriculum Division (SDCD), Ministry of Education,

**PEER SUPPORT**

**How Can I Be An Upstander And Help Friends Who Are In Need?**

**Stop**  
and observe if there are any hurtful behaviour.

**Interrupt**

- Say in a firm voice, "Stop it, leave him/her alone."
- Walk away with the person who is hurt and comfort him/her.

**Tell**  
the trusted adult about the problem.

**How Can I Be An Upstander Online?**

**Speak up** and ask the person who has posted hurtful content or comment to stop.

**Save** the evidence of the hurtful content/comment.

**Tell** a trusted adult about the incident immediately.

**Reach out** and provide support for friends who may have been hurt online.

**Peer Leadership**

With reference to PSR Resource Pack from 2019 Guidance Branch, Student Development Curriculum Division (SDCD), Ministry of Education,



# SEL: Self-Management

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## Punctuality

- Be seated in the MPH/ classrooms daily for flag raising by 0730h.
- Students not with the class will be marked as "Late".
- Besides attendance and conduct, punctuality is another factor that affects the overall conduct grade.



# Our Approach to Discipline

- Discipline is an **educative** process to guide students to develop self-management, responsibility, and good character.
- Disciplinary measures help students to **learn that there are consequences** for their inappropriate behaviours and actions and **take responsibility not to repeat their mistakes**.
- We take a **positive and pro-active** approach to discipline.

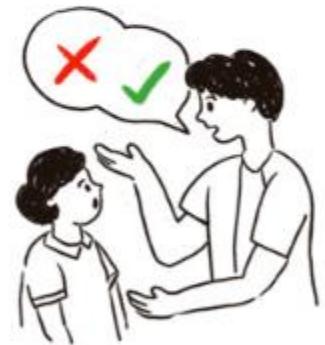


- **Promote** a safe and supportive environment and a culture of care.
- **Prevent** challenging behaviours from occurring.



**A Positive & Proactive Approach to Discipline**

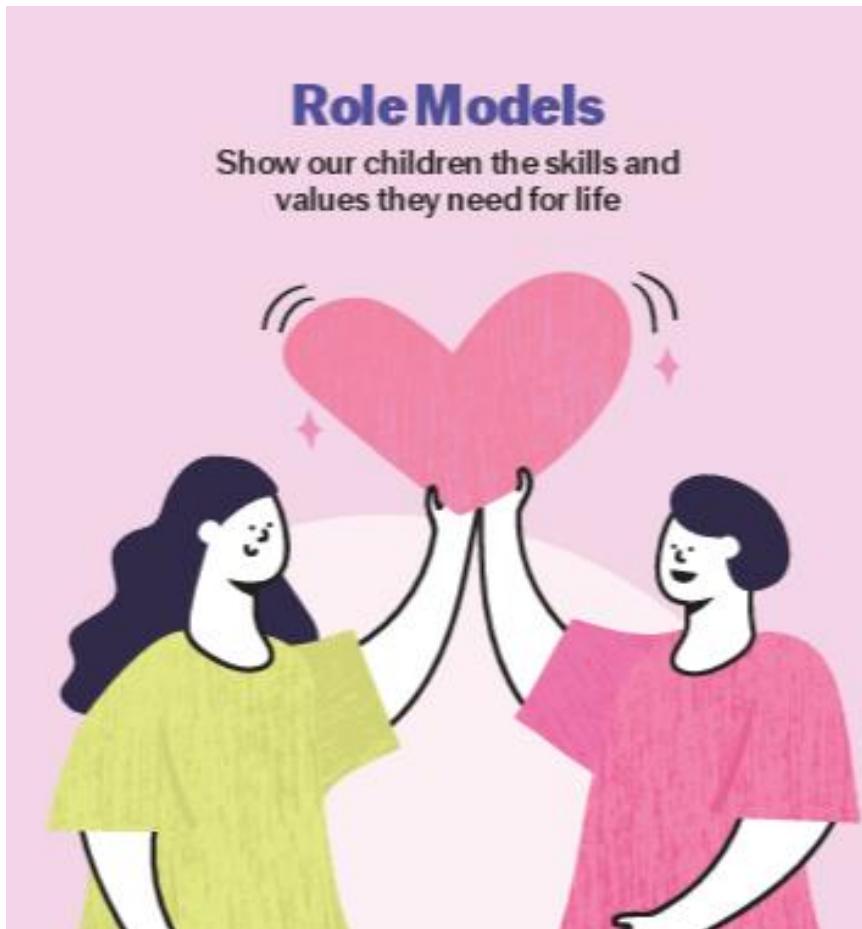
- **Replace** inappropriate behaviour with prosocial, appropriate ones.
- **Restore** relationships with others hurt by their actions.



- **Address** inappropriate behaviour promptly.
- **Correct** it before it affects students' development and well-being.



# Our Approach to Discipline



The school recognises that students learn well when there is

## Order & Discipline.

Partner and reach out to your child's Form Teachers if you have concerns or queries to raise.



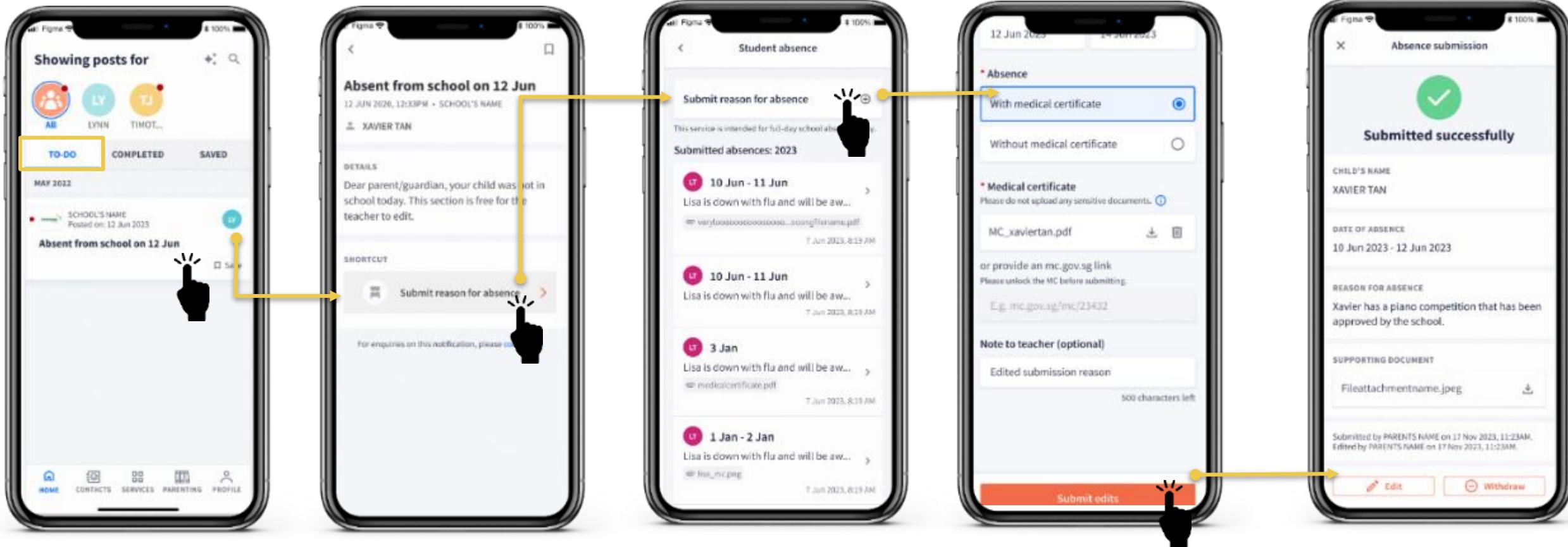
# Attendance

- To submit a MC or parents' letter (Maximum 5 per semester) if your child is absent from school.
- Submit the documents through Parents' Gateway.



# Parent's PG Notification Flow for student absence

Parents can now submit the reasons for absence when they are notified of their child's absence on their Parents Gateway app.



Parents access PG App: To-Do Page

Parent clicks and reads announcement

Submit reason on Parent submissions page

Parent fills in the reason for absence

Successfully submitted

# Important Dates

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# Important Dates

## School Year 2026

	<b>Period</b>
Term 1	Fri 2 January – Fri 13 March
Term 2	Mon 23 March – Fri 29 May
Term 3	Mon 29 June – Fri 4 September
Term 4	Mon 14 September – Fri 20 November

**Note:**

*Dates of public holidays and school holidays are shown in the Student Handbook, page 36.*



# Important Dates

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## Major School Events

### *\*Non-school days*

28 & 29 May (Thu & Fri)	e-Parent-Teacher Conference & HBL*
19 Nov (Thu)	Parent-Teacher Conference (For selected students only)
20 Nov (Fri)	Annual Prize-Giving Day



# Important Dates

## 2026 PSLE Dates (Tentative)

***\*Non-school days for P1 – P5 students***

*Oral Examination	Wed, 12 August & Thu, 13 August
*Listening Comprehension	Tue, 15 September
Written Examination	Thu, 24 September – Wed, 30 September
*PSLE Marking	Mon, 12 October – Wed, 14 October



# Grow Well SG – Student Well-being

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National scheme launched to get kids to adopt healthy habits, kick digital and junk food dependence

While most children in Singapore are in good health, many have already picked up poor habits. ST PHOTO: LIM YAOHUI

# Keeping children healthy in the digital age: 4 areas for early intervention

## 1. Eat Well

**What's happening:** Nearly 44 per cent of five-year-old children in the Gusto (The Growing Up in Singapore Towards Healthy Outcomes) cohort study were found in 2022 to have unhealthy eating habits. They consumed more fries, processed meat, biscuits and ice cream – items with high contents of saturated fat and refined carbohydrates – than children who ate healthily.

**Why it matters:** Shaping the food preferences of children now will help them maintain healthy diets as they grow older. Poor nutrition can lead to health issues, such as raised blood glucose and diabetes later on in life, for instance.

**Goal:** Keep eating fruit and vegetables every day, and don't forget to drink plain water.

## 2. Sleep Well

**What's happening:** About 65 per cent of school-age children in Singapore do not meet the recommended nine to 11 hours of sleep on school days, according to a 2022 report.

**Why it matters:** Insufficient sleep in school-age children has been associated with poorer academic performance, sleepiness during the day, depressive symptoms and poor social competence, the study said. The risk of mental health conditions, childhood obesity and related chronic health conditions goes up if poor sleeping habits persist into adulthood.

**Goal:** Sleep at least nine hours nightly.

## 3. Learn Well

**What's happening:** Most children do not meet recommended screen time guidelines – only 41 per cent of eight-year-old children meet the recommendation of less than two hours of recreational screen time a day.

**Why it matters:** Inappropriate and excessive screen use displaces other activities, such as sleep, physical activity, interactions with friends and family, and is associated with increased obesity and poorer mental health and well-being.

**Goal:** Limit recreational screen use to less than two hours a day, if you are 7-12 years old.

## 4. Exercise Well

**What's happening:** Only 52 per cent of eight-year-old children were involved in organised sports activity during the week. Since 2013, the proportion of school-going children under 18 who are overweight has risen from 11 per cent to 13 per cent.

**Why it matters:** Insufficient physical activity can lead to children becoming overweight or obese, and other health issues.

**Goal:** Be active and exercise for at least an hour every day.



# No devices for kids at meals and turn off the TV: Singapore issues stricter screen use guidelines



## New MOH guidelines on screen use for children under 12



### BELOW 18 MONTHS



- No screen use unless for interactive video chatting
- Do not leave screens on in the background when child is engaged in other activities

### 18 MONTHS TO 6 YEARS



- Limit screen use to less than an hour a day outside school
- Passive screen use not recommended
- View media together with children where possible
- Do not use screens to occupy or distract child
- Carefully choose age-appropriate educational content
- Do not leave screens on in the background
- No screens during meals and 1 hour before bedtime

### 7 TO 12 YEARS



- Limit screen use to less than 2 hours a day, unless related to schoolwork
- Develop a screen use plan or timetable
- Have regular conversations with children to find out their online activities
- Do not give children mobile devices with unrestricted access
- Use parental control settings to ensure children access age-appropriate content and apps
- Do not give children access to social media services
- No screens during meals and 1 hour before bedtime

SOURCE: MINISTRY OF HEALTH

# Cyber Wellness

**It's more than saying no to devices.**

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# 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:



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

# Primary 3 and 4

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

## Balanced use of digital devices

- Time management and spending time on screen-free activities

## Netiquette

- Show respect to others online
- Be considerate when posting opinions online
- Reflect on how our interactions can affect others online

## Stand up against cyber bullying

- What to do when encountering cyber bullying
- How to speak up and stand up against cyber bullying

## How to stay safe online

- Steps to take to determine if an online friend is trustworthy

**My Healthy Screen Time Pledge**

I, \_\_\_\_\_ (my name), pledge to be responsible and practise self-control when it comes to using the computer or the mobile phone.

Tick (✓) 3 things you would like to start practising. I pledge to:

- set aside time to complete my homework, rest, exercise and spend time with my family.
- stop my screen time when having my meals and practise the 20-20-20 rule\*.
- put my devices away at least 60 minutes before bedtime.
- stop my screen time when I have reached the time limit my parents/guardians have set for me.
- set the alarm for 30 minutes and stop my screen time when it goes off.
- stop my screen time when I am feeling tired.
- seek help from my family when I need support/reminders to manage my screen time responsibly.
- Other(s): \_\_\_\_\_

**REMINDER TO SELF!**

Paste this pledge at a place where I can see it every day.

\* 20-20-20 rule: Look at something 20 feet (approximately 6 metres) away for 20 seconds after 20 minutes of screen time.



Discuss your child's healthy screen time pledge at home and cultivate accountability.

# School-wide Cyber Wellness Education



## Cyber Wellness Assembly

Key Message: Problems with Media-  
Multitasking during learning

## Cyber Wellness Carnival

Booths were set up in the  
classrooms



# Why Should We Be Concerned about Cyber Wellness? **The data may surprise you.**

## Did you know?

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

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

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

## What does this mean?

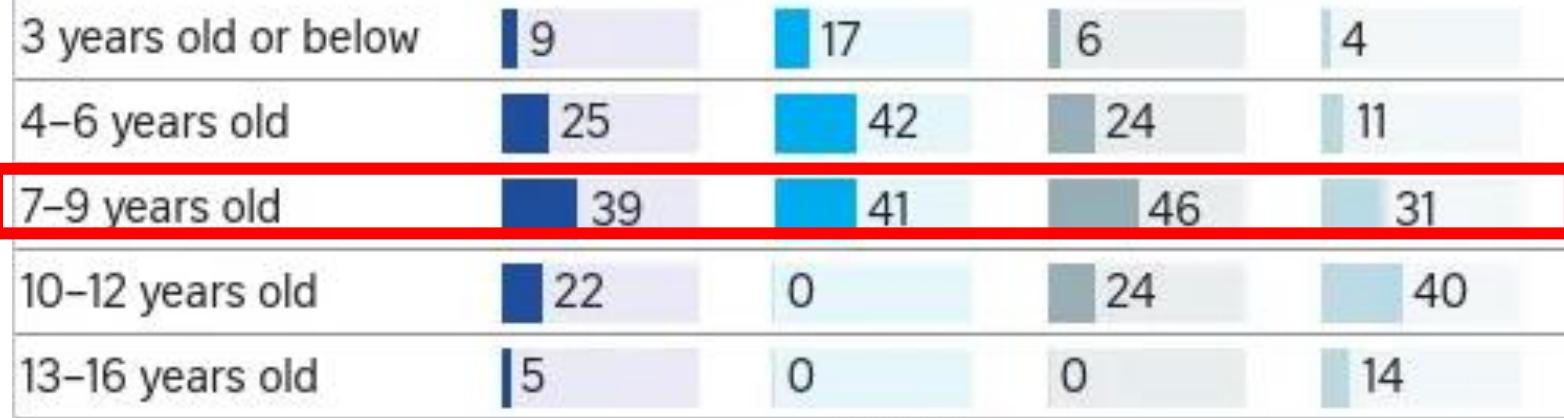
We need to help our children achieve **balanced and purposeful** screen use.

Source: *Milieu Insights*, [reported by the Straits Times](#) (Feb 2021)



Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
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## AGE WHEN THEY STARTED USING SOCIAL MEDIA (%)



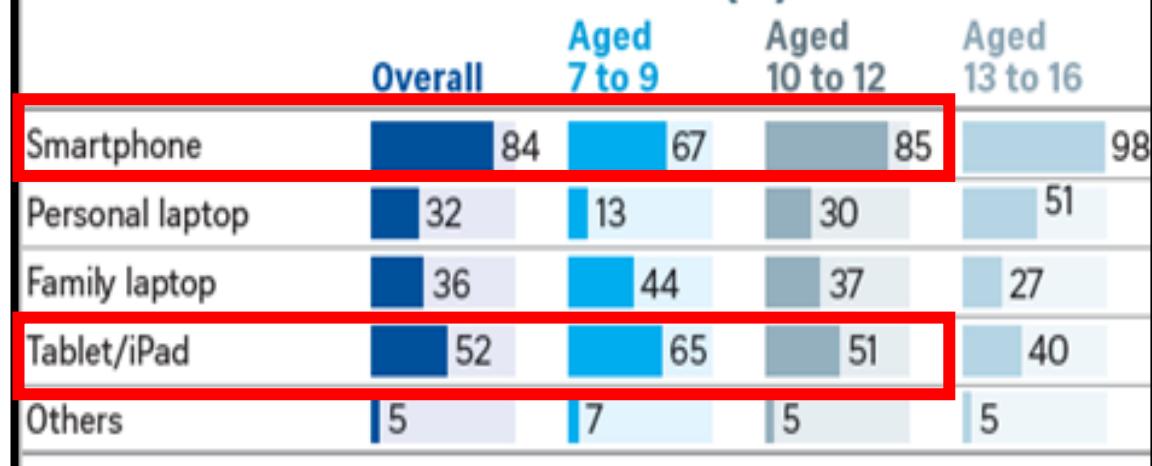
CURRENT REALITY

**Children are going online from a younger age**

CURRENT REALITY

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

## DEVICES USED DAILY BY CHILDREN (%)



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



## TYPES OF ONLINE HARASSMENT (%)



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 INSIG**  
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)



Source: [MDDI Survey](#) (Feb 2024)

# Did you know?

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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 .

# What does this mean?

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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.

# Online Games

## Should you be concerned?

- Online games are everywhere, and complex games can be played on the go via smartphones.
- While gaming is fun and can bring about positive impact on children, it can create some negative impacts as well.
- For more content to support your parenting in the digital age and more, please scan the QR code to access the Parenting for Wellness Toolbox for Parents.



# What are some ways to reduce the risk of negative impact of online games?

Parents can take note of the following:

- Does the game require your child to **play with others online?**
  - Not all games require an online connection.
  - **Games that require players to play with others online will have some risks** such as cyber bullying or attracting unwanted attention from strangers.
- Is the game **age-appropriate?**
  - Video game ratings can be found on the IMDA website.
  - Age ratings on games can be found on app stores.



# What can I do if I am concerned about the gaming habits of my child?

- Discuss your concerns with your child and **develop a realistic timetable** to balance their gaming with other screen-free activities.
- Review the plan regularly with your child.
- If their gaming behaviour continues to be a cause of concern, you may want to **seek help from the school** or other community partners such as Help123 by Touch Community Services at 1800 6123 123.



Conversation tips on  
gaming concerns



# Look out for these signs ...

- Your child is **spending increasing periods** gaming or on the Internet before he/she is satisfied
- He/she **becomes irritable or even violent** if gaming or Internet usage is disallowed
- The excessive amounts of time on gaming or the Internet is **affecting his/her academic performance and health**
- He/she **forges social events or replaces hobbies** with cyber gaming or online activities
- Even if your child wants to curb his/her gaming or online activities, he/she is **unable to do so for a sustained period of time.**



# Generative AI (Gen AI)

## What is Generative AI (Gen AI)? What opportunities does it present?

*'Artificial intelligence (AI) is rapidly changing the way children and adolescents play, communicate, and learn. While it has potential to help solve complex problems, AI presents both significant opportunities and notable risks concerning child well-being'* – <sup>1</sup>UNICEF (2023)

While AI is a type of technology that allows computers to perform tasks that usually require human thinking, *Gen AI is a type of AI that is probabilistic and predicts the most likely answer.*

GenAI presents opportunities for learning:

- Supports learning through personalised and instant feedback
- Assists with ideation
- Provides an avenue to improve digital literacy, critical thinking, and problem-solving skills

# What are the limitations and potential risks of GenAI?

We recognise that GenAI might pose risks, especially when it is not used effectively:

- May give inaccurate or biased answers
- May create tendency for over-reliance when overused
- May pose risks if personal information is shared
- Probabilistic and predicts the most likely answer – it can sound confident even when it is wrong
- Responds like a person, but it does not truly understand or experience emotions.



About **1 in 2** teens would trust AI-generated news story to the same extent or more than one written by a human.<sup>2</sup>

<sup>1</sup>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)

<sup>2</sup>UNICEF, *The risky new world of tech's friendliest bots: AI companions and children*, <https://www.unicef.org/infobriefs/stories/1616-new-world-techs-friendliest-bots>

<sup>3</sup>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>

# 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 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<sup>3</sup>.



**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.<sup>1</sup>**

<sup>1</sup>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)

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# How will your child use AI to learn in school?

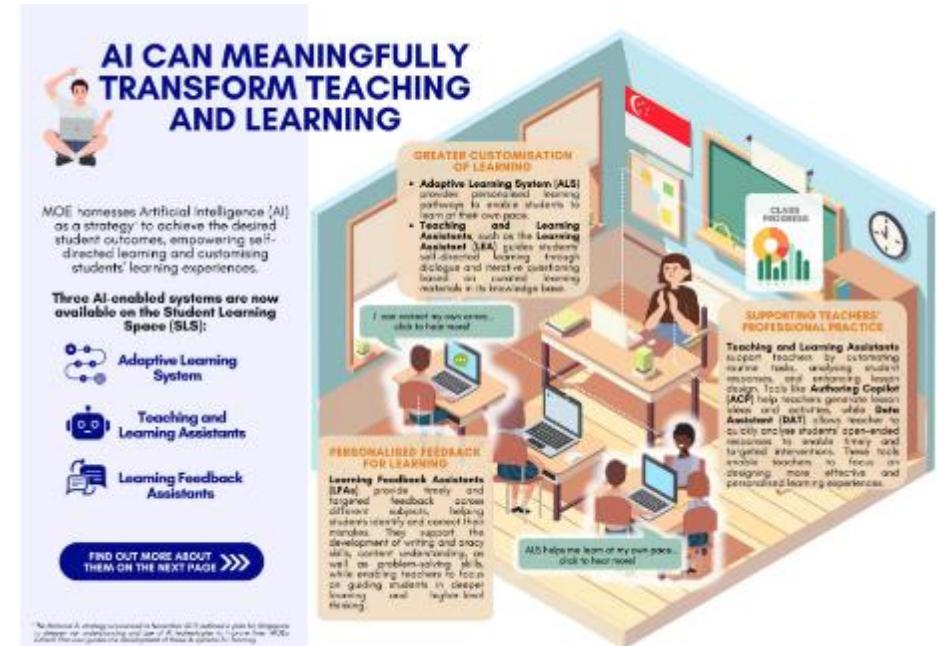
## Students will use GenAI to learn in an age-appropriate manner

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.



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

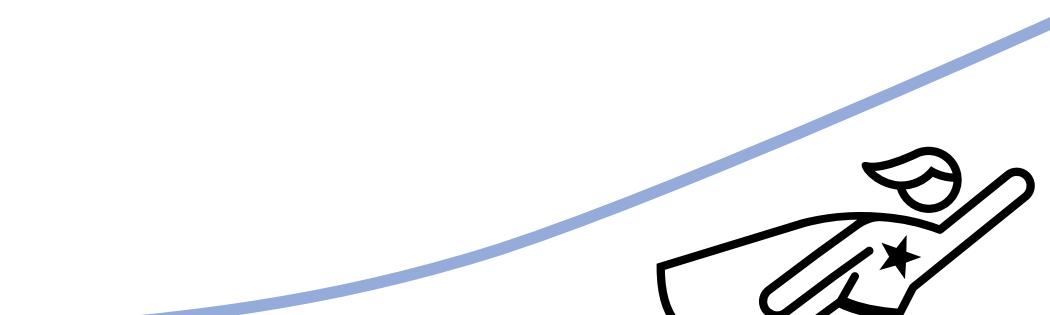
Three AI-enabled systems in the Singapore Student Learning Space (SLS):



# 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.

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 4 to 6

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

**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

**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

**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

## 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*

# Some Tips for Parents about Cyber Wellness

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# Respectful Communication

*Listen, understand, and foster kind words and actions between you and your child.*



## **Have regular and genuine conversations with your child**

- to better understand what they do online,
- how to stay safe,
- how to use technology in a responsible manner.

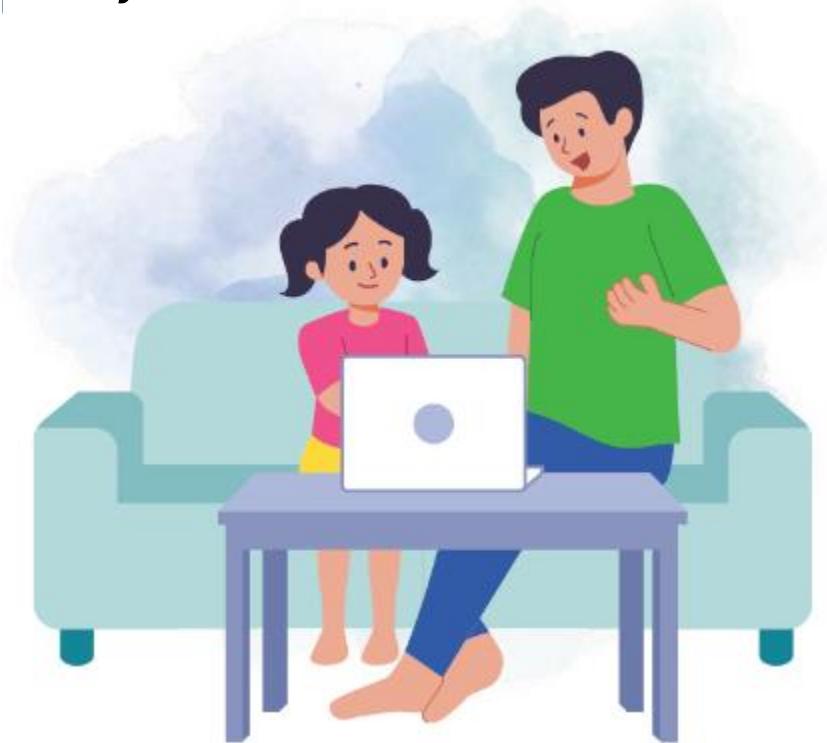


## **Communicate your actions and rationale.**

- Let your child know **you care for them and want them to be safe online.**



## **Discuss with your child as you set parental controls to manage device use and stay safe online.**



# Role Models

*You play a key role helping your child establish healthy digital habits and learn to use technology in a positive and meaningful way.*



**Role model healthy use of devices and social media, and good online behaviour for your child/ward.**

- E.g. parents/guardians not using devices during mealtimes, respectful online communication



**Role modelling respectful conversations.**

- You are in the best position to role model these skills through daily interactions with your child.
- **Listen to understand first**, instead of jumping straight into giving advice and solutions.



# Real Connections

*Cultivate strong relationships and healthy habits in this digital age.*



## Provide a safe space for conversations

- Children may hesitate to share their true thoughts and feelings with their parents, as they fear being judged or misunderstood.
- Let your child know that it is **normal to feel or think the way they do**. Help them **feel safe** expressing themselves with you.



## Provide a balanced mix of engaging online and offline activities

- **Discuss and develop a timetable** with your child to moderate their time spent on screens.
- Children aged 7 – 12 should have **consistent screen time limits** (less than 2 hours daily, excluding school work).



# Let's plan for a 'Weekend Special'!

Think about a screen-free activity which your family can engage in this weekend. You may refer to some age-appropriate examples below.

**Board Game Challenge:** Who wants to learn about [a new board game] and play together?

**Weekend Mission:** Let's explore [place] and take a funny family photo together!

**Kitchen Challenge:** Let's create the ultimate sandwich/new dish together!

**Sports Date:** Let's have a family badminton/basketball/pickleball session this weekend! Winner chooses dinner!

Send a message in your family chat-group to make it happen!



# Understanding Mental Health and Well-Being

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FUTURE-READY LEARNERS, ROOTED IN VALUES  
SEMBAWANG PRIMARY SCHOOL



# 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.

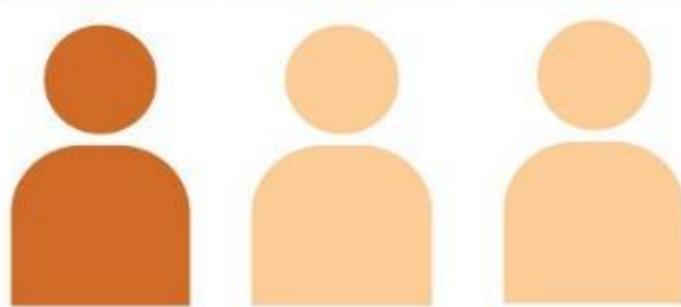
# Why Should We Be Concerned About Our Children's Mental Health?

## Did you know?

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

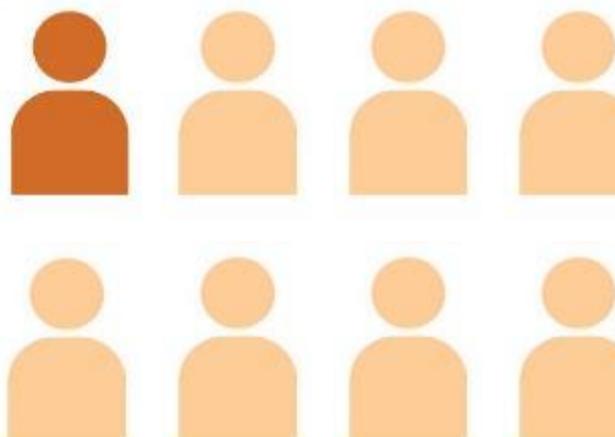


1 in 3 youths (37.2%) in Singapore, aged 10-18, experienced symptoms such as sadness, anxiety and loneliness<sup>+</sup>



+ 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.

# Primary 3 and 4

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

## What Will Your Child Learn in School

### Strengthening Resilience and Well-being

- Developing resilience

### Strengthening Sense of Self & Purpose

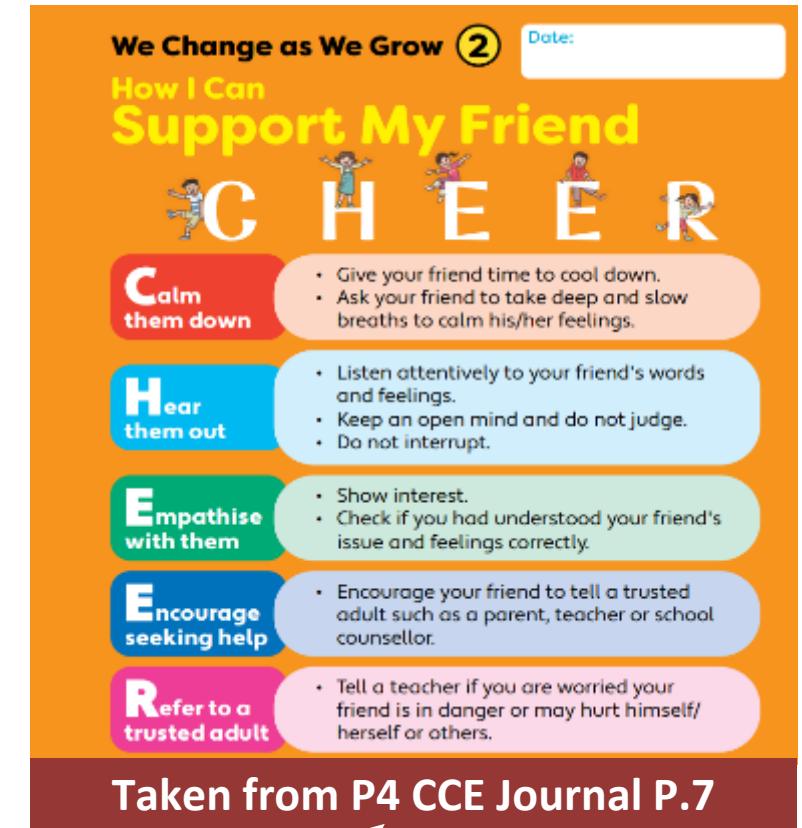
- Developing deeper self-understanding
- Setting meaningful goals

### Building Positive Relationship

- Practising gratitude
- Building friendships and supporting peers

### Overcoming Challenges; Managing Changes and Transitions

- Embracing new roles and challenges
- Managing physical and emotional changes during development



Taken from P4 CCE Journal P.7



Parents can practise the CHEER skills with their child to help them build positive peer relationships.

# 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)



### Family Activities Do we match?

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



## What your child may be experiencing

### Your child may be experiencing

- **Some stress and anxiety** from an increase in academic load with a new subject (Science) and experiencing Weighted Assessment (WA), and End-of-Year Examination (EYE) for the first time
- **Concerns** about meeting one's own expectations and those of others (e.g. peers, parents, and teachers)
- **Disappointment** from receiving results that do not match invested efforts and expectations

## Supporting your child

### Tips on how you can support your child

- **Show interest** in what your child learns each day, not just their homework or test preparation.
- Remind your child that assessments are important ways to **understand gaps in learning** and to use feedback from these assessments to improve. Emphasise that these assessments **do not define a child's worth** or future.
- **Recognise and affirm** your child's effort rather than just the outcomes. Celebrate small improvements.
- Support your child in viewing **setbacks as learning opportunities**, while **acknowledging feelings** of frustration or sadness as part of the process. This will help promote a **growth mindset** – the belief that their abilities can be developed through dedication, effort, and learning from challenges.
- **Manage your own expectations and stress**, as these can place additional pressure on your child. Reassure your child that they are loved regardless of academic performance.

# Leave a ‘Love-Note’

Write a message on each of the 3 post-its.

Message Ideas		
Encouragement	Invitation	Simple love notes
‘You make me proud!’	‘Movie night this weekend?’	‘Daddy/Mummy loves you!’

When you get home, place the post-its at places which your child frequents.

Remember:

Keep message short and sweet – no nagging!

Switch up the locations where you leave these post-its from time to time.



## 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

# GROW WELL SG

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## 1. Eat Well



## 2. Sleep Well



## 3. Learn Well



## 4. Exercise Well

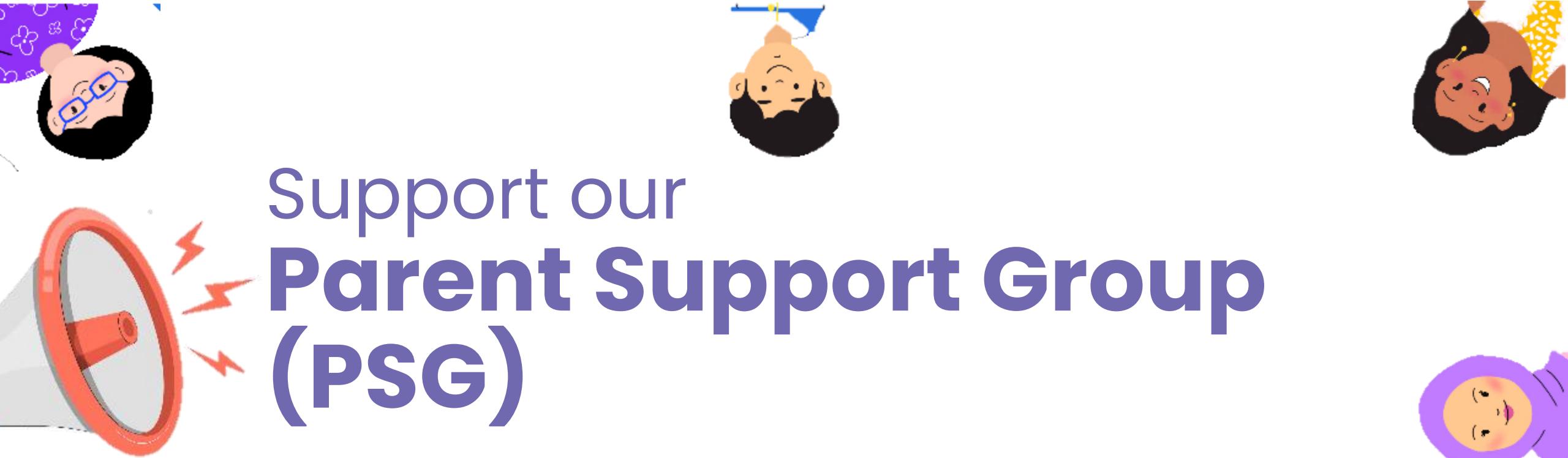


# School Home Partnership

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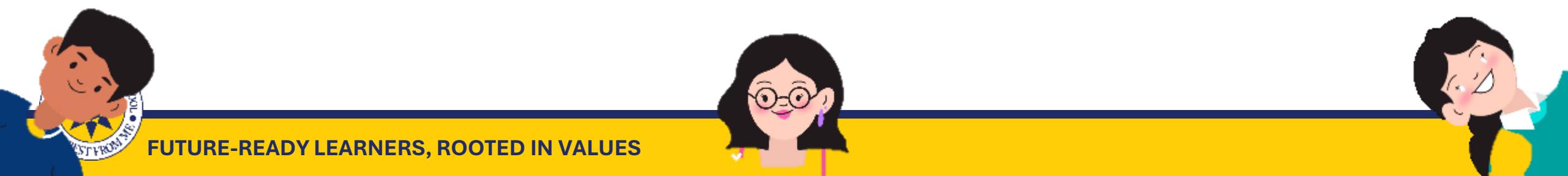


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# Support our **Parent Support Group (PSG)**

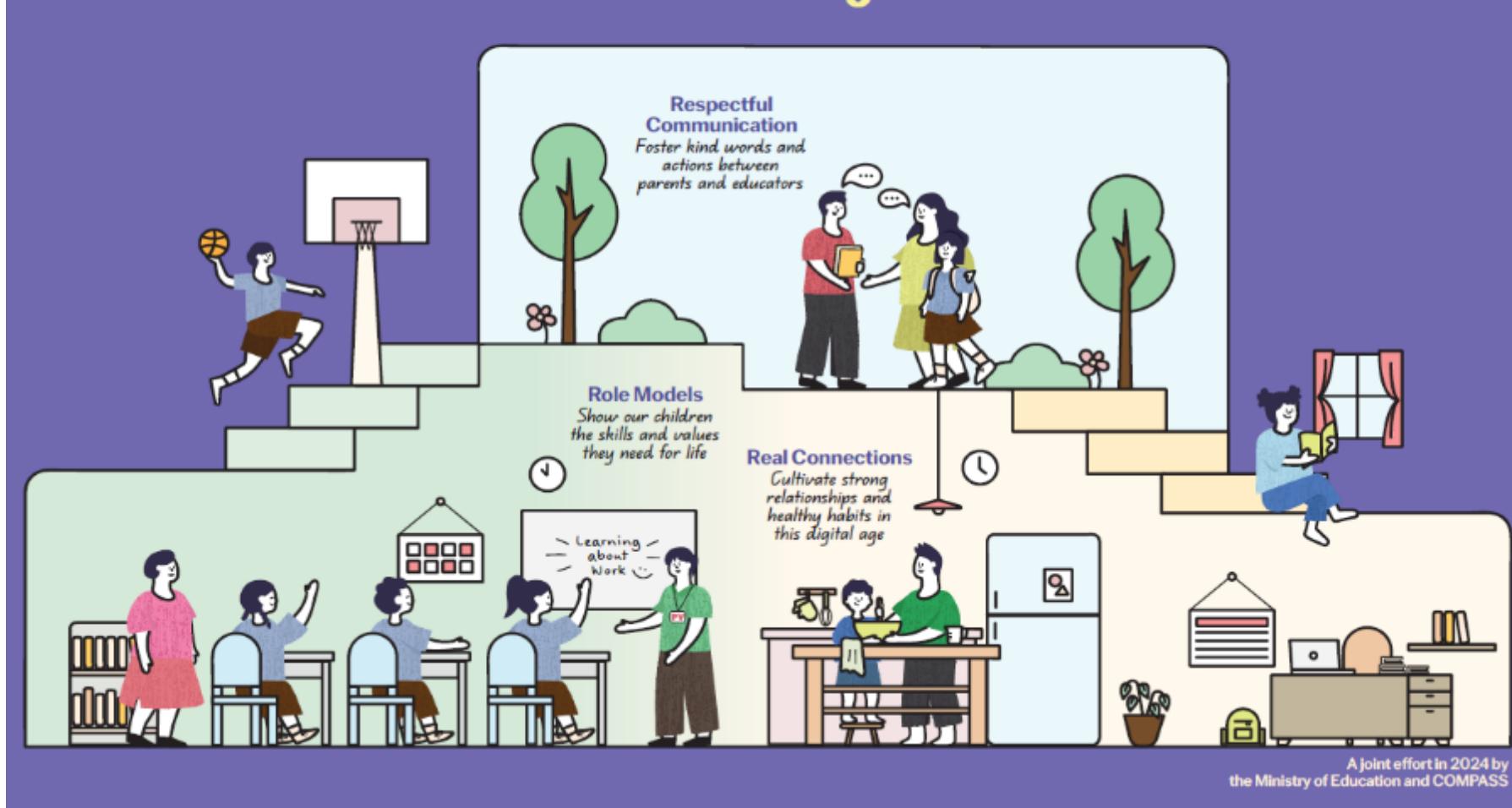
A team of dedicated parents supporting each other in nurturing their children. Network, share and learn with fellow parents by involving yourself in initiatives such as Parenting Workshops and Career Talks for P5 and P6 students.



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



FUTURE-READY LEARNERS, ROOTED IN VALUES

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

## 1 Respectful Communication

## 2 Role Models

## 3 Real Connections



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

# Communication between Teachers and Parents

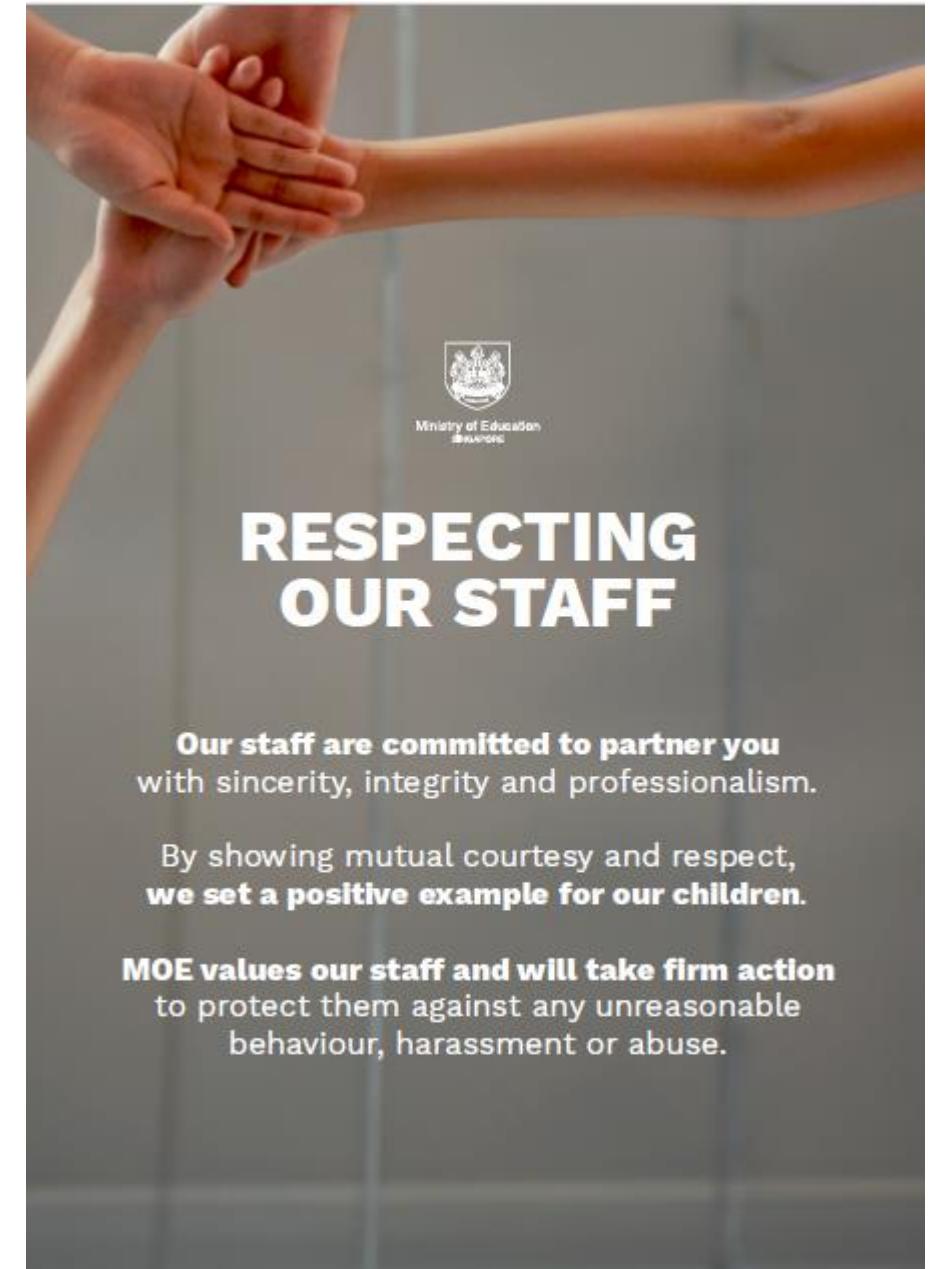
We want to develop and strengthen mutual understanding, respect and trust between the school and parents for the benefit of your child.

- For modes of communication, please refer to the **Introductory Letter** sent by the Form Teachers earlier via PG.
- We seek your understanding to adhere to the **official school hours (7.00 am – 5.30 pm)**, and that if a request is received after official school hours, the teacher will reply the following working day.
- During curriculum / CCA time, teachers are occupied with your children. **For urgent matters, please call the General Office.**



# 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.





Thank You • Terima Kasih • 谢谢 • நன்றி