



# 2026 Parents Briefing (Primary 5)



# Welcome!

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**FUTURE-READY LEARNERS, ROOTED IN VALUES**  
**SEMBAWANG PRIMARY SCHOOL**

# Agenda

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1. Principal's Address
2. PSLE, DSA and Secondary 1 Posting matters
3. Remaking Secondary School Pathways, Full SBB (Sec) & SBB (Pri)
4. Primary 5 Level Matters and Reminders
5. Grow Well SG – Student Well-being
6. School-Home Partnership



# Principal's Address

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# Primary 5 Teachers

Class	FT 1	FT 2	FT 3
<b>5 Care</b>	Mr. Mohd Noorkhuzafah Bin Hishamuddin	Ms. Joey Tan	-
<b>5 Curiosity</b>	Mdm Sarah Seah	Ms. Jenell Lian	Ms. Tan Lay Huay
<b>5 Excellence</b>	Ms. Nursahila Bte Roszelan	Mr. Teo Yeow Hwee	Ms. Diyanah
<b>5 Gratitude</b>	Ms. Awyong Yun Ting	Mdm Dahalia Bte Abbas	-
<b>5 Integrity</b>	Ms. Vinotheni d/o Vatatheeswaran	Mrs. Rena Phang	-
<b>5 Resilience</b>	Ms. Vernice Soh	Mr. Mohd Saidali B Ali	Ms. Syafiqah



# 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**



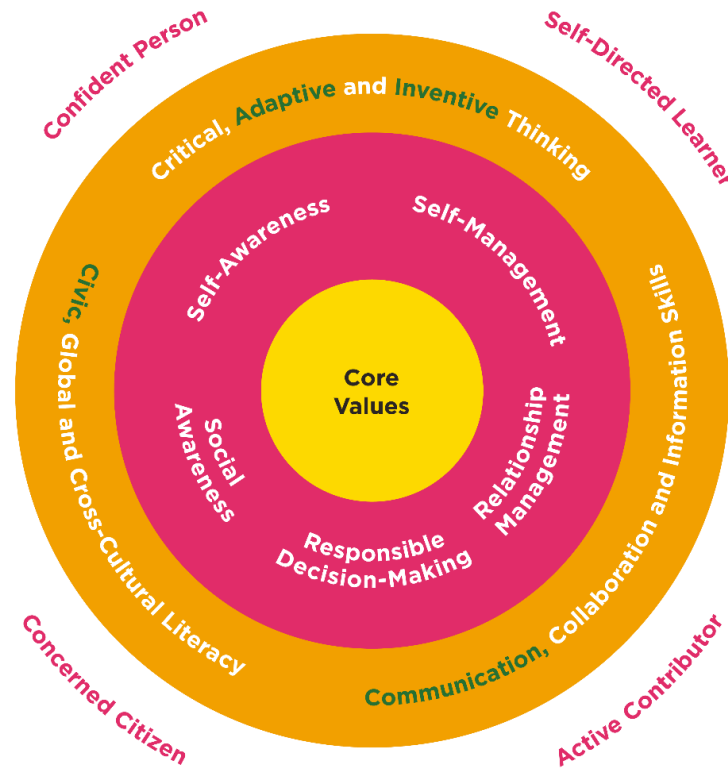
# Enhanced Framework for 21CC

## 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

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## *Future-Ready Learners, Rooted in Values*

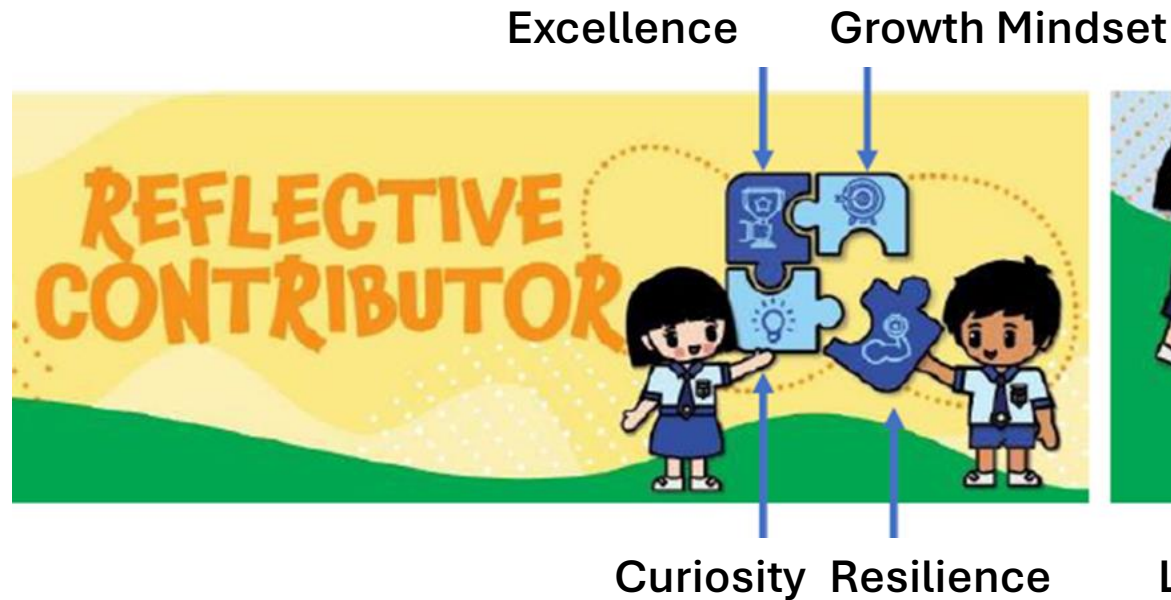
At SBPS, we learn to:

- 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**.



# Our School Values



# 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*.



# PSLE Scoring and S1 Posting

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# Purpose of PSLE

- To understand where our children are at in their learning after six years of primary school
- Gauge their learning needs so that they can progress to a suitable secondary school and take subjects at an appropriate level





# The PSLE changes are Part of a bigger story

Over the years, we have been fine-tuning the education system to help our students discover and develop their strengths and interests, while moving away from an over-emphasis on academic results.



# Changes to the PSLE

Our PSLE scoring changes aim to:

- Reduce fine differentiation at a young age
- Recognise students' level of achievement, regardless of how their peers have done





# PSLE STANDARD SUBJECT SCORING BANDS

Unlike the previous T-score, students' AL for each subject will reflect their level of achievement, rather than how they have performed relative to their peers.

AL	Reference Raw Mark Range
1	$\geq 90$
2	85 – 89
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	$< 20$



# Foundation Level Subject Grades

## Scoring for Foundation Level Subjects

Foundation subject grades is graded in 3 scoring bands from AL A to C.

Foundation Level AL Reflected on Result Slip	Foundation Raw Mark Range
A	75 – 100
B	30 – 74
C	< 30



# Foundation Level Subject Grades

- For the purpose of S1 posting, Foundation Level AL A to AL C is mapped to AL 6 to AL 8 of Standard level subjects respectively to derive a student's overall PSLE Score.
- The mapping is based on the learning and assessment load of the subjects.

Foundation Level AL Reflected on Result Slip	Foundation Raw Mark Range	Equivalent Standard Subject AL	Standard Raw Mark Range
A	75 – 100	6	45-64
B	30 – 74	7	20-44
C	< 30	8	<20



# How does the PSLE scoring work?

4 Subject ALs will be added to form the PSLE Score

- The PSLE Score ranges from 4 to 32, with 4 being the least.
- Students will be admitted to secondary schools through 3 Posting Groups.

PSLE Score	Posting Group	Subject level for most subjects
4-20	3	G3
21 and 22	2 or 3	G2 or G3
23 and 24	2	G2
25	1 or 2	G1 or G2
26 - 30 (with AL 7 in EL and MA)	1	G1



# S1 Posting

- PSLE Score remains the first criterion for secondary school posting.
- If two students with the same PSLE Score vie for a place in a school, the following tie-breakers will be used:
  - 1. Citizenship**
  - 2. Choice order of schools**
  - 3. Computerised balloting**



# Revised HMTL Eligibility Criteria from S1 in 2026

- From 2026 S1 onwards, HMTL eligibility will be delinked from PSLE overall score. This will better recognise and develop students' unique strengths and interests and allow more students to learn their MTL to as high a level as possible.

	Current criteria [either (i) or (ii) must be met]		Revised criteria
PSLE overall score	(i) PSLE overall score of 8 or better	(ii) PSLE overall score between 9 and 14 (inclusive), <b>and</b>	(None)
MTL subject requirement	(None)	PSLE MTL score of AL1/AL2, or HMTL score of Distinction/Merit	PSLE MTL score of AL1/AL2, or HMTL score of Distinction/Merit

Secondary schools will continue to have the flexibility to offer HMTL to students who did not meet the eligibility criteria, if they are assessed to have exceptional ability in MTL.

## Important Notes:

- Students who did not meet the PSLE overall score criteria, but were offering HMTL based on the secondary school's discretion, **had HMTL results that were comparable to those with stronger PSLE overall scores.**
- Their performance in non-HMTL subjects was also comparable to peers who did not offer HMTL.**









# USE OF HCL FOR ADMISSION INTO SAP SCHOOLS

## New System

The HCL posting advantage for entry to SAP schools will continue

- Students will be ranked taking into account their performance in HCL.
- This posting advantage applies before the tie-breakers for S1 posting.

1st		7	NO HCL
2nd		8	DISTINCTION
3rd		8	MERIT
4th		8	PASS
5th		8	NO HCL
6th		9	DISTINCTION

# Direct Schools Admission (DSA)

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# Purpose of DSA-Sec

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To promote a holistic education by allowing students to seek admission to a secondary school on the basis of talents and achievements that may not be demonstrated at the Primary School Leaving Examination (PSLE).



# Entering a Secondary School

## PSLE/S1 Posting Process

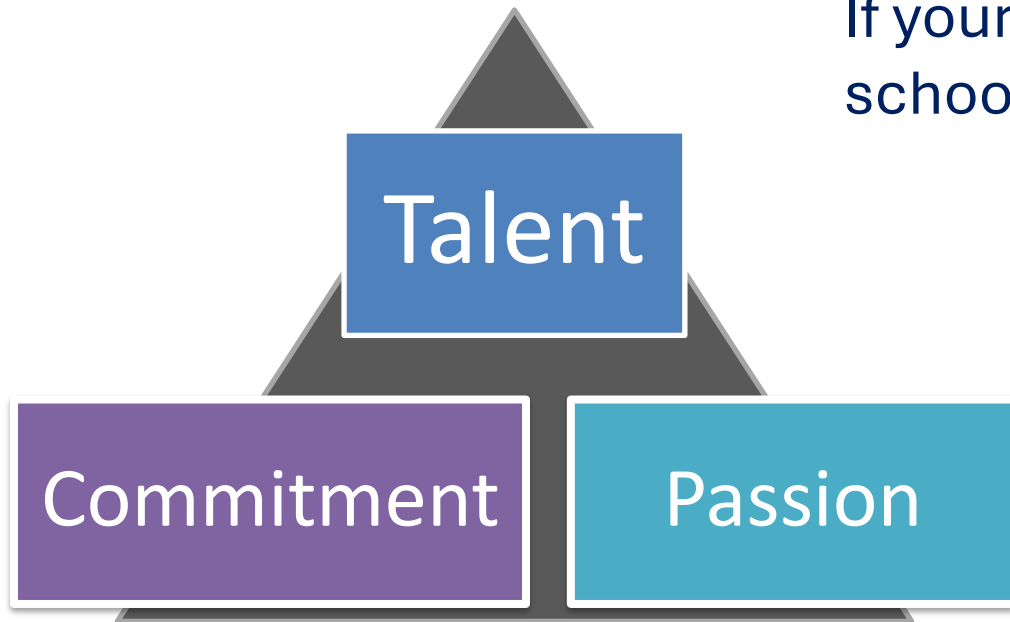
- Based on a student's **PSLE score**
- **Most students enter secondary schools this way**

## DSA-Sec

- Based on a diverse range of **talents and achievements in specific academic subjects or non-academic areas, beyond what the PSLE recognises**
- Allows students to **access school programmes to develop their talents**



# Is the DSA-Sec right for my child?



If your child has specific **talents** which a school offers in DSA-Sec

And is **passionate** about and **committed** to developing his/her strengths and interests

DSA-Sec can support his/her development in that talent area.



# Talent Areas

- Sports and games
- Visual, literacy and performing arts
- Debate and public speaking
- Science, mathematics and engineering
- Languages and humanities
- Uniformed groups
- Leadership (Prefects, CCA Leaders, Class Committee)



# Which school should my child apply to?

Look for a school with **programmes that match your child's strengths and interests**

- Schools are looking out for students whose interests and talents they can develop further.
- Learn more about the secondary school's **pace of learning** and overall range of programmes

**Get the latest information** about what each school offers by:

- Visiting schools' websites
  - Attending schools' Open Houses to also experience their environments and cultures
  - Visiting the MOE's DSA-Sec website
- 
- More details on DSA is available on MOE website:
  - <https://www.moe.gov.sg/secondary/dsa>



# School Finder

<https://www.moe.gov.sg/schoolfinder>

Admission type

☒ Direct School Admission (DSA)  
☐ Integrated programme

DSA main Category

All categories

DSA talent areas

Look up

Chinese Dance (Girls and Boys)  
Chinese Dance (Girls)  
Chinese Drama (Girls and Boys)  
Chinese Drama (Boys)  
Electives and programmes

Help us improve

/51 Yishun Avenue /, S/68928

Anderson Secondary School

Ang Mo Kio  
10 Ang Mo Kio Street 53, S569206

Ang Mo Kio Secondary School

Ang Mo Kio  
6 Ang Mo Kio Street 22, S569362

Anglican High School

Bedok  
600 Upper Changi Road, S487012

Anglo-Chinese School (Barker Road)

Novena



# Remaking Secondary School Pathways

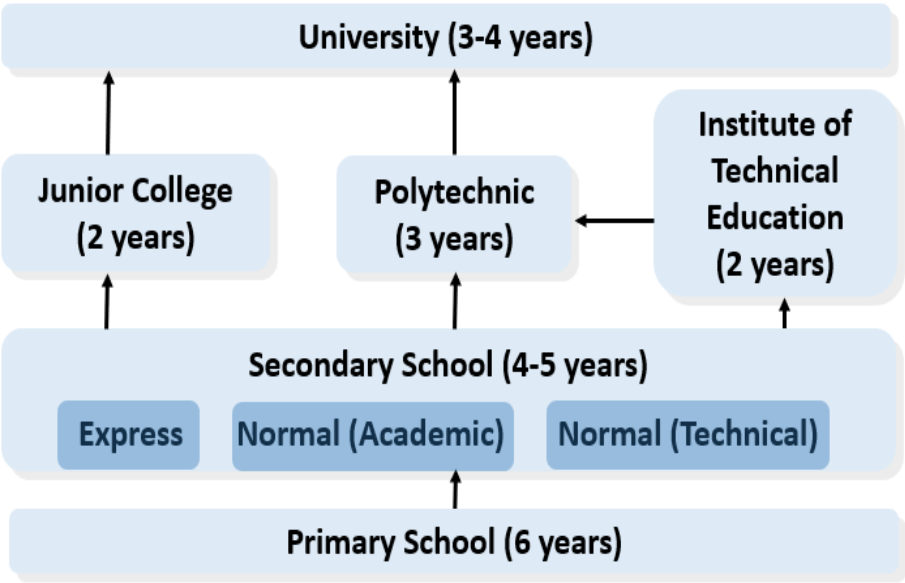
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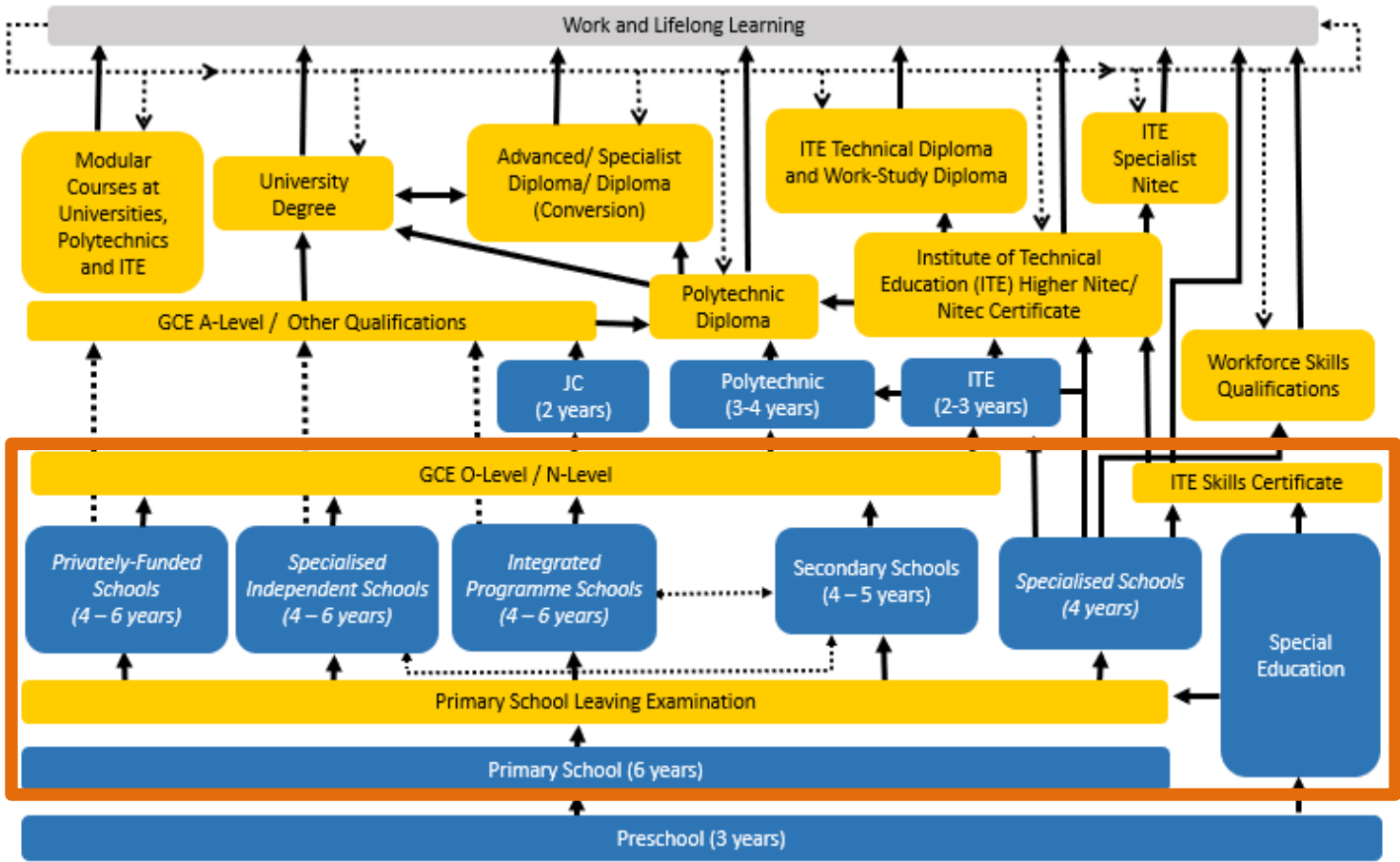
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# Evolution of our Education Landscape: Diverse and Variegated

Educational Pathways in the Past



Educational Pathways Today with More Diverse Pathways and Opportunities





# Full Subject-Based Banding (Full SBB) - Secondary

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# Full Subject- Based Banding in Secondary Schools

## One Secondary Education, Many Subject Bands

With Full SBB, students can take subjects at G1/G2/G3 academic levels, which are mapped from today's N(T)-, N(A)-, and O-Level subjects respectively.

### Start of Sec 1

Subject levels are assigned based on PSLE results



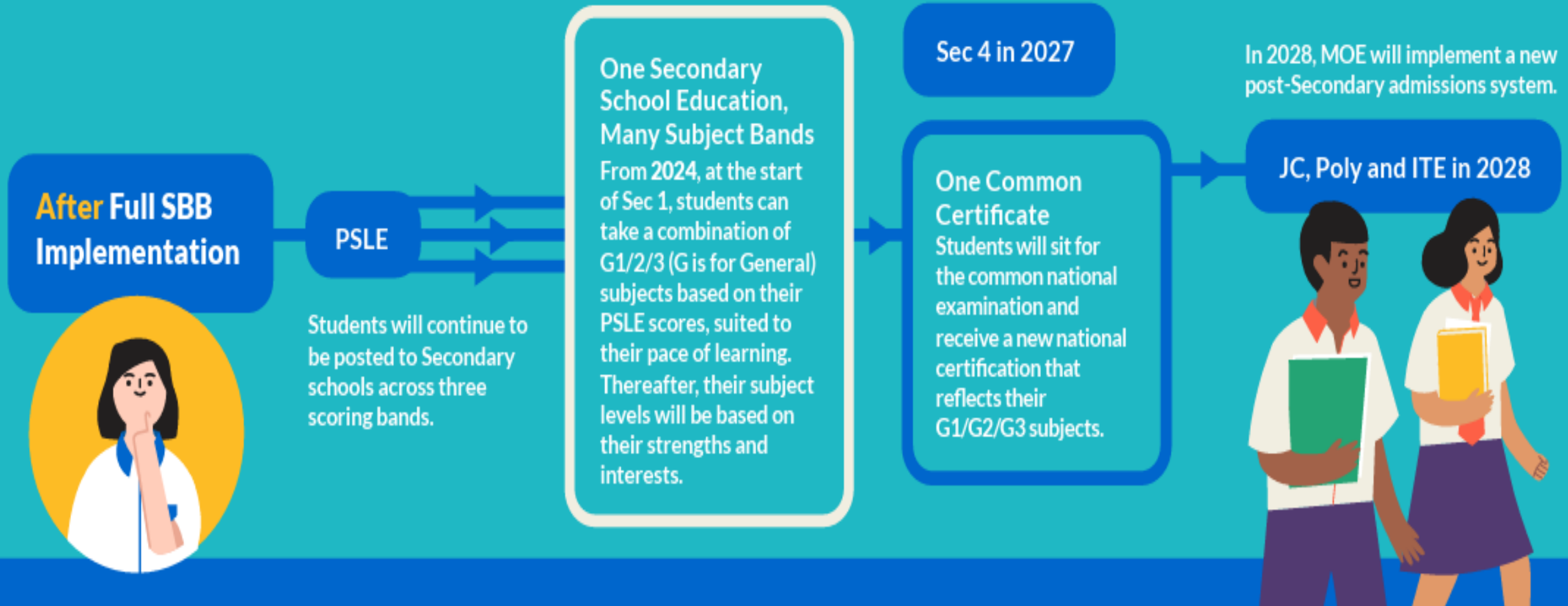
### Beyond Start of Sec 1

Subject levels depend on students' abilities



For illustration purposes only. Number of books are not indicative of number of subjects taken.

# ONE COMMON CERTIFICATE – SINGAPORE-CAMBRIDGE SECONDARY EDUCATION CERTIFICATE (SEC)



# Subject-Based Banding (SBB) - Primary

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# What is SBB?

Take a **combination** of subjects at standard and foundation levels based on **strengths** and **readiness**

## Why SBB?

- Caters to **diverse learning needs** of students with varying abilities
- **Stretch** potential in subjects they are strong in
- **Build up** understanding in subjects they need more help in
- **Level up** students to achieve better results

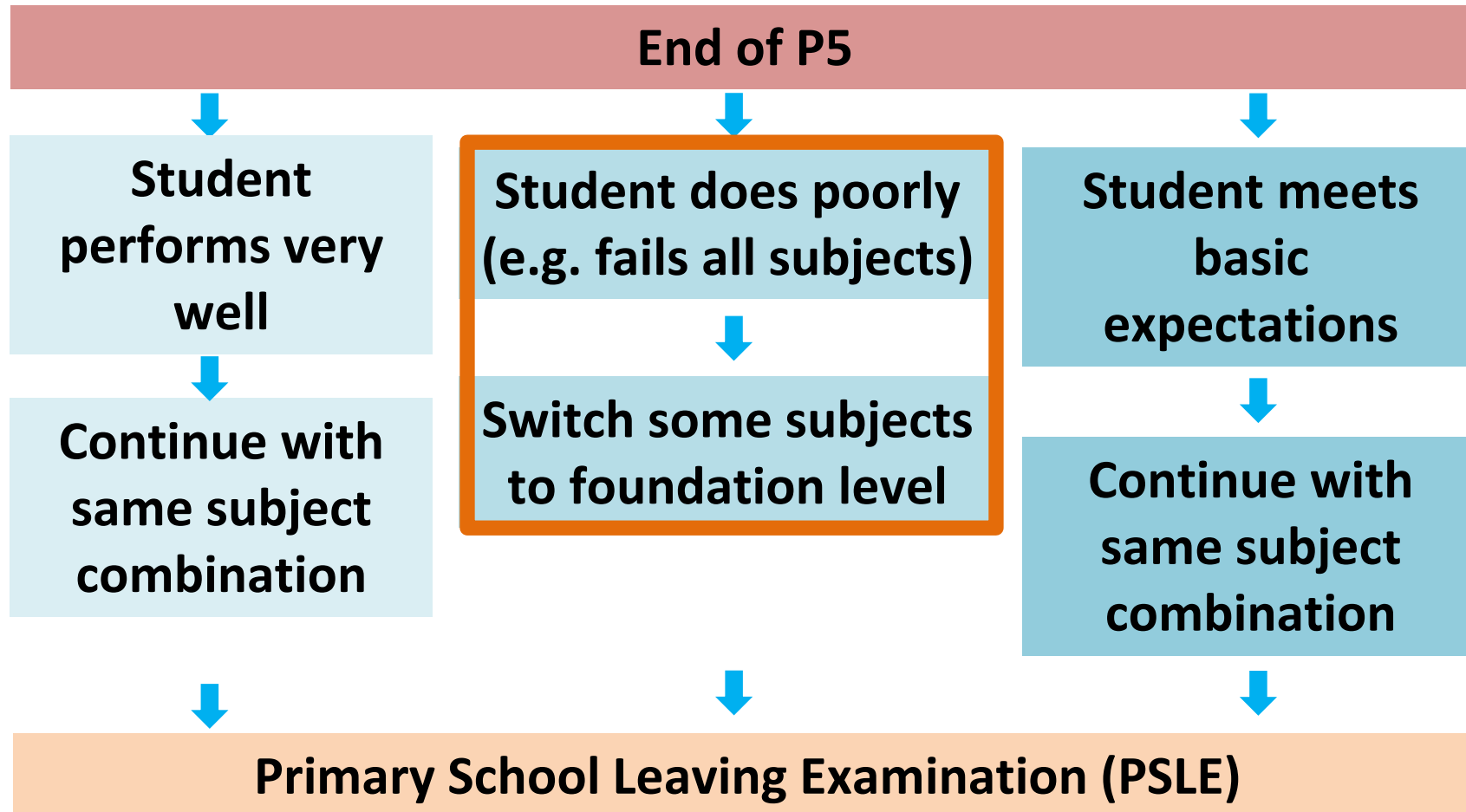


# SBB Process

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>	<p>Student takes the subject combination decided by the school.</p>
	<p><b>End of P5</b></p>	<p><b>End of P6</b></p>
	<p>School recommends a subject combination based on student's results.</p>	<p>Student sits for PSLE.</p>



# School's Consideration & Recommendation at P5



# How does the PSLE scoring work?

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# Primary 5 Level Matters and Reminders

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# The Writer's Toolbox

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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

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- **Subscription fee: \$40 per student (co-payment of \$20 with 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.



# P5 Level Programmes

- P5 Cohort Camp
- Interdisciplinary Learning Journeys (e.g. Indian Heritage Centre)
- Experiential Learning Week
- Growing Years Series
- National Education Show
- Games Day
- Overseas Learning Journeys to Kuala Lumpur and Guangzhou



# P5 Level Programmes

Timeline	Programme
Term 1	<ul style="list-style-type: none"><li>• Week 2: Start of CCA</li><li>• 24 Feb - 26 Feb: Museum-Based Learning Journeys to Indian Heritage Centre</li><li>• Remedial Lessons (for selected students)</li></ul>
Term 2	<ul style="list-style-type: none"><li>• 27 Mar - 2 Apr: Experiential Learning Week</li><li>• 30 Mar - 3 Apr: Overseas Learning Journeys to Kuala Lumpur and Guangzhou</li><li>• Remedial Lessons (for selected students)</li></ul>
Term 3	<ul style="list-style-type: none"><li>• Growing Years Series</li><li>• Supplementary Lessons</li><li>• 1 - 3 July: P5 Cohort Camp</li><li>• 4/18/25 Jul (TBC): National Education (NE) Show</li></ul>
Term 4	<ul style="list-style-type: none"><li>• 1 Oct: Games Day (Childrens' Day)</li></ul>





# Important Dates

## School Year 2026

	Period
Term 1	(Fri) 2 Jan to (Fri) 13 Mar
Term 2	(Mon) 23 Mar to (Fri) 29 May
Term 3	(Mon) 29 Jun to (Fri) 4 Sep
Term 4	(Mon) 14 Sep to (Fri) 20 Nov

**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

28 & 29 May (Thu & Fri)	e-Parent-Teacher Conference & HBL
Term 4	Parent-Teacher Conference (on a needs basis)
20 Nov (Fri)	Annual Speech Day & P6 Graduation Ceremony



# Support for Primary 5 Students

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# Support for the P5 Students

- Banded Lessons for Math and Mother Tongue Languages
- Remedial Lessons (Term 1 and 2)
  - Mondays and Thursdays, 1 hour per session



# Support for the P5 Students

- Year Head's Time
- Termly Check-ins
- FT 1-to-1 Interaction Sessions
- Growth Mindset & Study Skills Packages
- Target Setting
- Remedial Lessons (Mondays and Thursdays, 1 hour per session)



# Key Observations

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# Homework & Task Management

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- Some students tend to prioritise tuition homework over school-based tasks, leading to late or incomplete submissions.
- Students will need support in prioritising tasks and managing their workload progressively.
- We seek parents' support in helping students plan and balance their commitments.



# Punctuality

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- All students are expected to be punctual for school, lessons, assembly, CCA and any school-organised activities.
- 0715: Silent Reading
- 0730: National Anthem & Pledge-Taking Ceremony





# Attire

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- Students are expected to wear the prescribed school uniform with their name tags.
- PE Attire is to be worn on PE days and CCA days only.
- Shoes, shoelaces and socks must be plain white in colour (no ankle socks allowed).

Boys	Girls
Hairstyle that shows a slope at the back of the head – no undercut or fanciful hairstyles	Hair accessories must be in black or dark blue colour only



# Respectful & Thoughtful Speech

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- Students may occasionally make careless or unkind remarks, sometimes without realising the impact on others.
- Parents can guide children to practise respectful and thoughtful speech and to be mindful of differences among peers.
- Encourage children to seek help from trusted adults if they experience or witness behaviour that feels unkind or inappropriate.



# Device Use & Online Communication

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- Some students are engaging in WhatsApp group chats, despite not being of legal age.
- Parents are encouraged to monitor their child's device use and online interactions.
- If such group chats are found, please **guide your child to exit and delete them**, as students are not permitted to use such platforms.



# 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



# Cyber Wellness

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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>

# School-based Cyber Wellness Programmes

1. Cyber Wellness Assembly Talks  
Focus Area: Cyber Security and Screen Time
2. Workshops on Responsible Video Gaming  
and Countering Cyberbullying
3. P5 Diagnostic Survey for Cyber Habits
4. Intervention Programme for identified at-risk  
students





# School-based Cyber Wellness Programmes

1. Cyber Wellness Assembly Talks  
Focus Area: Cyber Security, Cyberbullying, Screen Time, Media Multitasking & Devices
2. Workshops on Social Media, Healthy Use & Mental Health
3. Intervention Programme for identified at-risk students



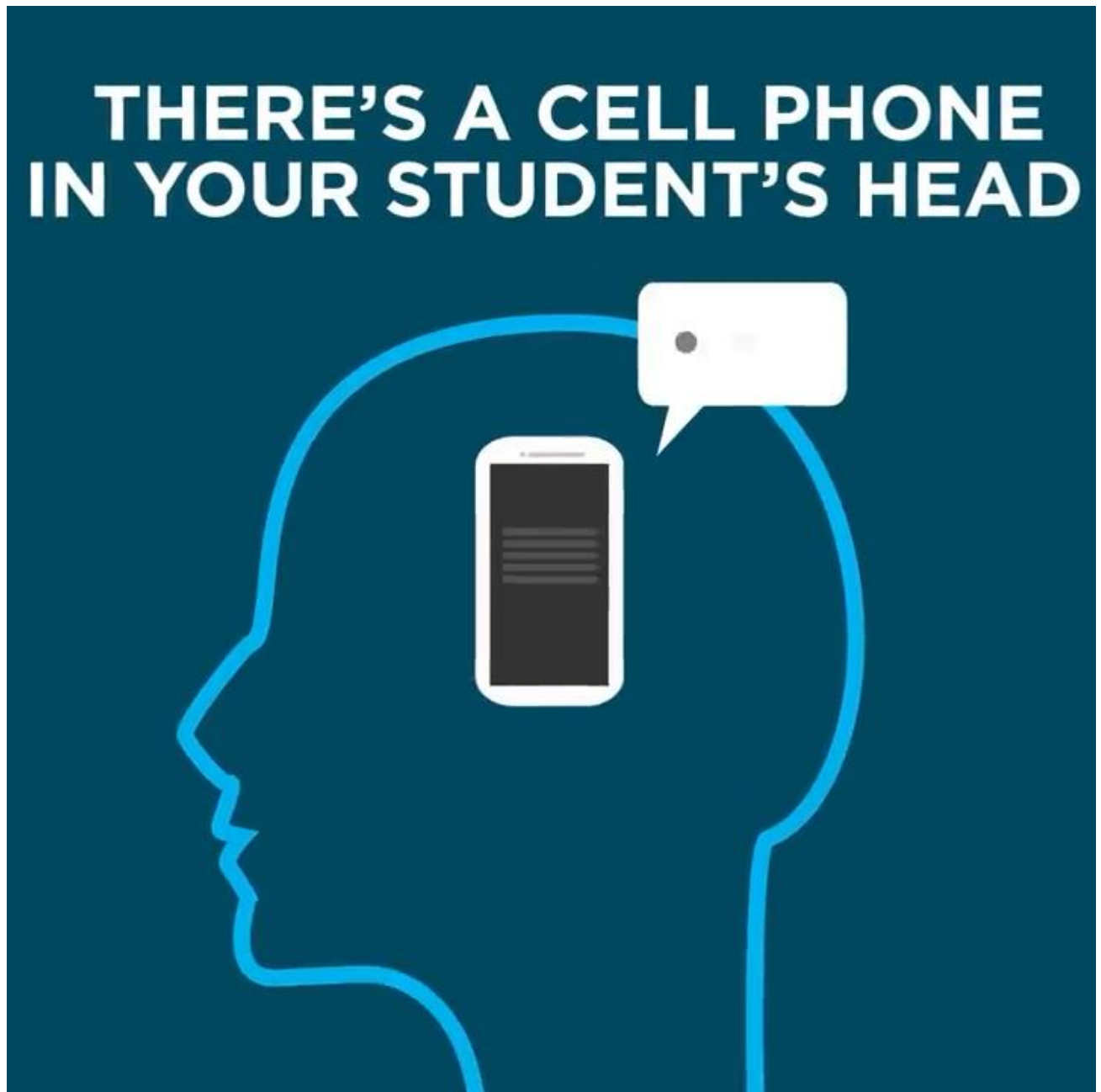
# Identified Areas of Concern from previous cohorts

1. High weekly screen time spent on Gaming, Online Videos & Social Media/Messaging
2. Media Multi-tasking - Task Switching (Academics)



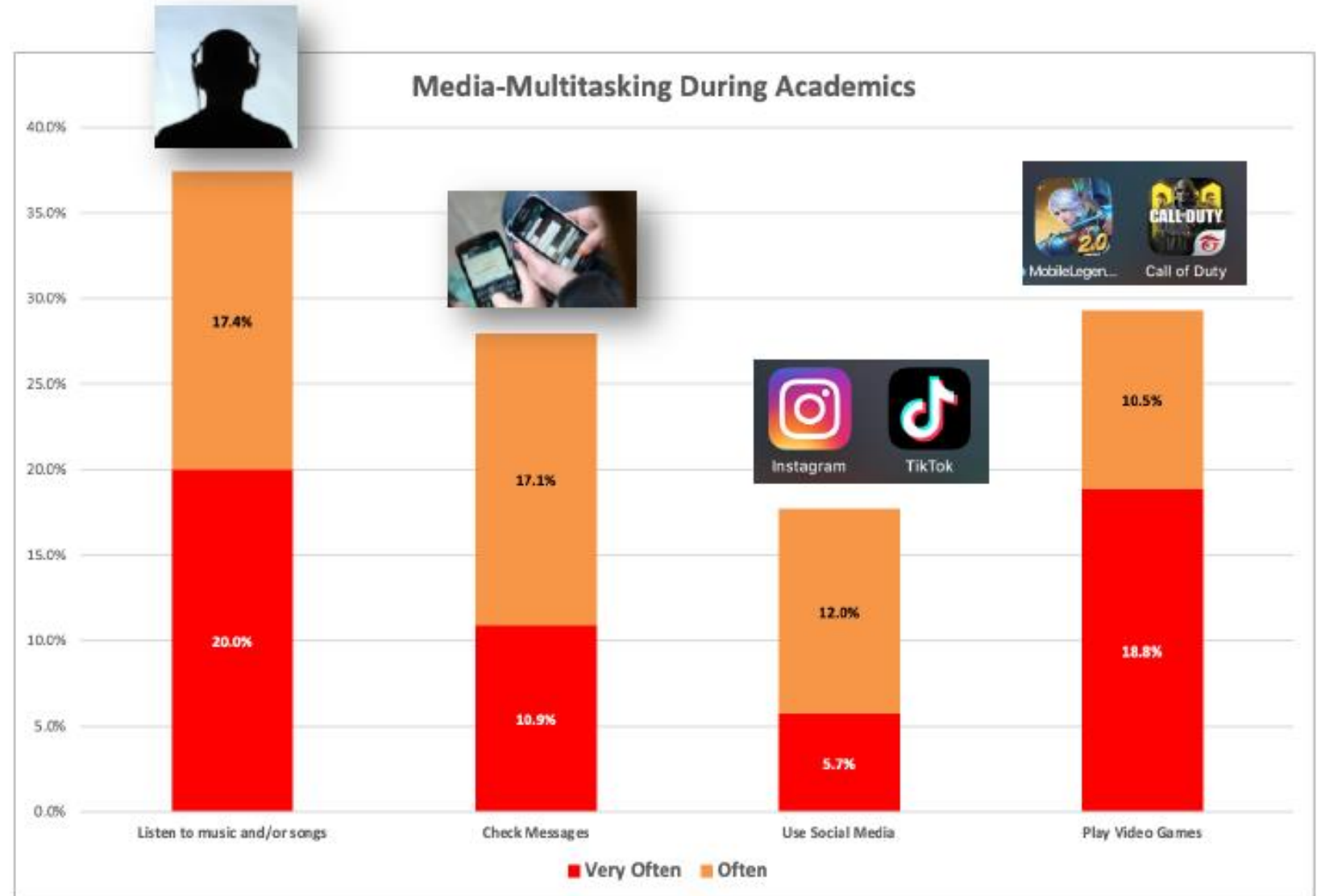
# Mobiles & Distractions

“they drain **cognitive capacity**”  
(otherwise known as IQ)



# Media-Multitasking (During Academics)

SBPS P5 (2025)  
Cohort Data



# What can I do to encourage my child to minimise the distractions and stay focused when learning with digital devices?

- **Understand Digital Habits:** Start a conversation with your child to identify their natural habits and common distractions while using digital devices for learning. This conversation lays the foundation for setting clear rules and expectations together.
- **Schedule Regular Breaks:** Establish a structured schedule with regular breaks to enhance productivity and focus. For instance, introduce the Pomodoro Technique, which is usually 25 minutes of work followed by a 5-minute break.

**Tip:** Teach your child to use Pomodoro timers on their devices, gradually enabling them to manage breaks independently.



# What can I do to encourage my child to minimise the distractions and stay focused when learning with digital devices?

- **Limit Multi-tasking:** Teach your child the importance of focusing on one task at a time. Explain how multi-tasking can affect quality and prolong completion time.

**Tip:** Use productivity tools like app/website blockers to minimise distractions during study sessions. Gradually empower them to customise these tools.

- **Provide Positive Reinforcement:** Acknowledge and celebrate your child's focus and task completion. Positive reinforcement fosters good habits.

**Tip:** Use productivity apps with progress tracking, rewards, and incentives. Assist your child in setting up these apps initially, then encourage independent management.



# Supporting your child's digital habits

## Using parental controls to manage device use and stay safe online

- **Parental controls** refer to a group of settings that put you in **control of what your child can see and do on a device or online.**
- Such controls can allow you to **supervise and monitor your child's online activities and protect them** from inappropriate content, online sexual grooming, cyberbullying and other online risks.
- Parental control settings can be used to **monitor and limit screen time** as agreed with the child.



Scan QR code to download the Ministry of Health's Guidance on Screen Use in Children for more information.



# Social Media: Is your child ready for it?

- Most social media platforms require users to be aged 13 years and above.
- While social media platforms allow people to connect with others, **constant exposure to social media content** can make us feel **anxious or overwhelmed**. It is important for **social media users to be mature enough** to navigate such feelings when using these platforms.





# Social Media: Is your child ready for it?

- Maturity can be assessed by observing your child's ability to
  - make responsible decisions to keep themselves safe online.
  - manage the pressures and feelings that come with social media use.
  - control impulses.
- **Have open conversations** with them on the risks of social media, and why they cannot access social media as they are not of age.



# 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.common sense media.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/innocenti/articles/risky-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.common sense media.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 trendiest bots: AI companions and children*, <https://www.unicef.org/ai/press-releases/risky-new-world-techs-trendiest-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 will your child use AI to learn in school?

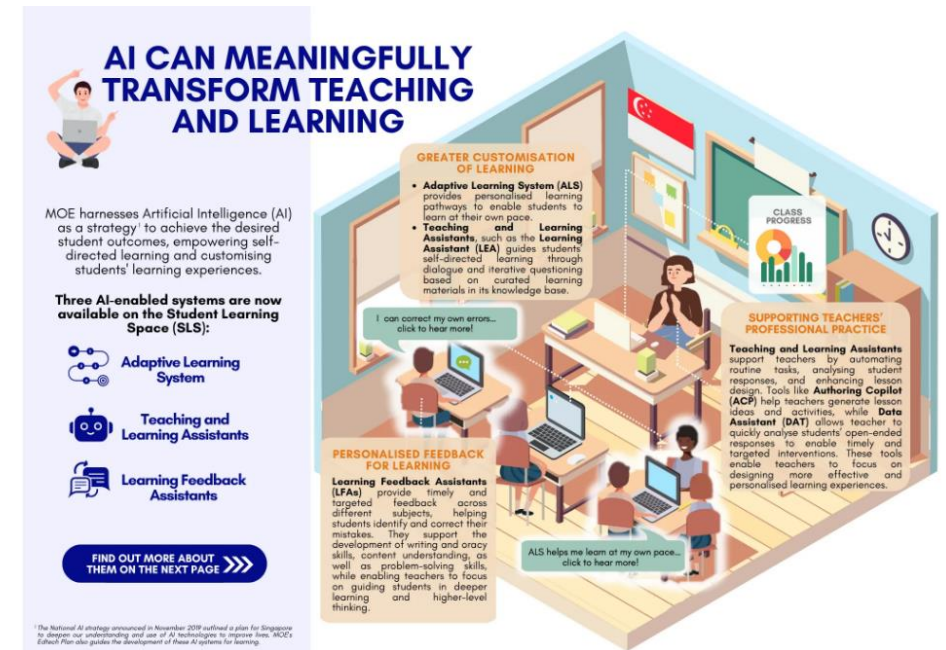


Scan QR code to read more about SLS AI-enabled features!

## 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.



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

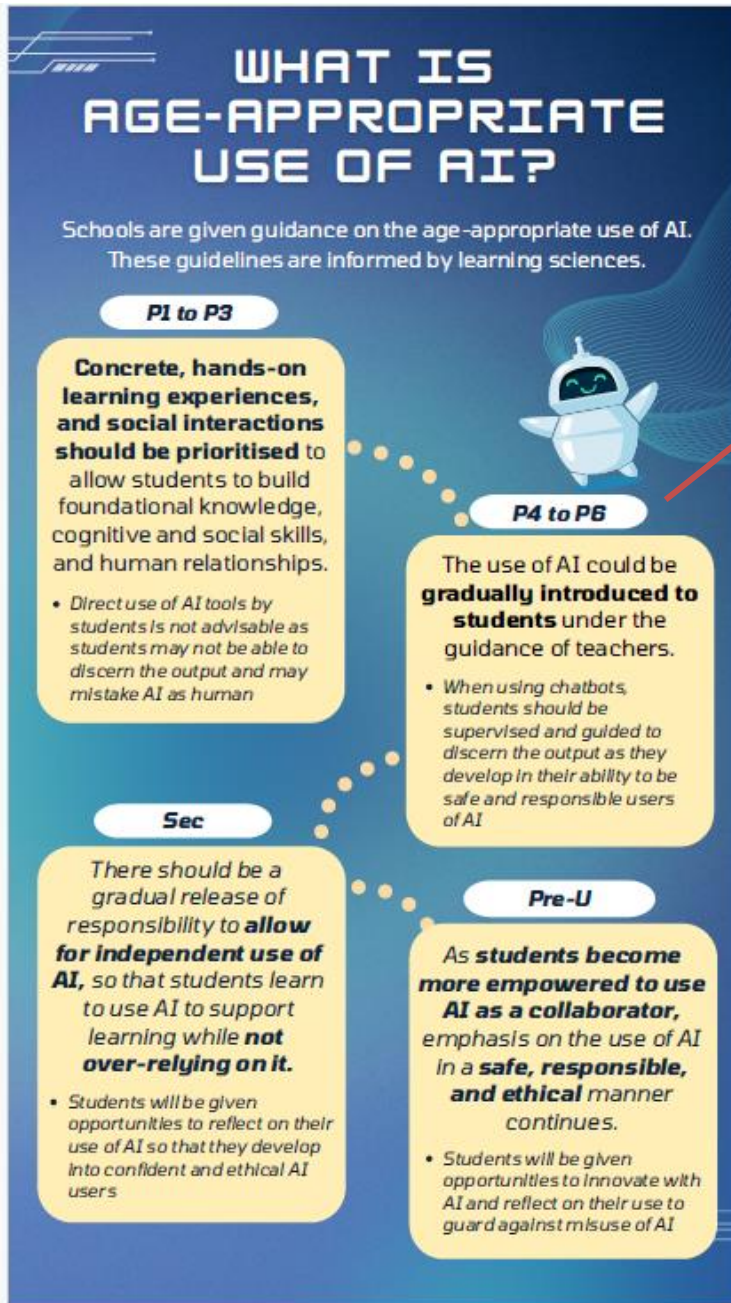


Upper primary students will learn about the risk of misinformation from AI output, that AI output may contain false information, and how some AI features (e.g. those in SLS) can support learning in a safe digital environment



# Primary 4 to 6

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



## 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*

# 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 **forgoes 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.**





# Understanding Mental Health and Well-Being

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# 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.

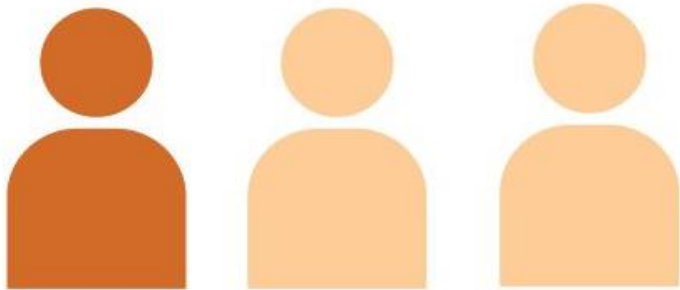
# Why Should We Be Concerned About Our Children's Mental Health?

## Did you know?

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

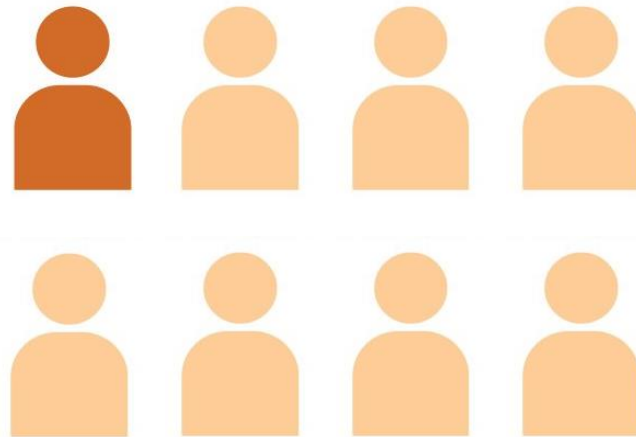


1 in 3 youths (37.2%) in Singapore, aged 10-18, experienced symptoms such as sadness, anxiety and loneliness<sup>+</sup>



<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

# Primary 5 and 6

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

## What Will Your Child Learn in School?

### Managing Thoughts, Feelings & Behaviour

- Understanding mental health as part of overall health
- Developing healthy coping strategies for stress
- Embracing new learning opportunities
- Managing expectations

### Strengthening Sense of Self & Purpose

- Building strong sense of identity during developmental changes

### Building Healthy Habits to Maintain Well-being and Safety

- Learning how good habits contribute to personal growth and well-being



Look at the 'I Am, I Can, I Have' statements below and put a tick for those statements that apply to you.

It is okay if you don't have many ticks. With time, you can work on them and build your resilience muscle!

I Am	I Can	I Have
<input type="checkbox"/> I am willing to learn from my mistakes.	<input type="checkbox"/> I can choose to think of challenges as new learning opportunities.	<input type="checkbox"/> I have people who encourage me.
<input type="checkbox"/> I am confident of my strengths and skills.	<input type="checkbox"/> I can find different ways to solve my problems.	<input type="checkbox"/> I have people I trust.
<input type="checkbox"/> I am respectful of others.	<input type="checkbox"/> I can find helpful ways to cope with my emotions.	<input type="checkbox"/> I have people who accept me for who I am.
<input type="checkbox"/> I am grateful for the people in my life.	<input type="checkbox"/> I can control my actions.	<input type="checkbox"/> I have people who care and help me when I need it.
<input type="checkbox"/> I am open-minded to different options and outcomes.	<input type="checkbox"/> I can use 'Stop-Think-Do'.	<input type="checkbox"/> I have someone whom I can talk to about my worries.
<input type="checkbox"/> I am curious about things around me.	<input type="checkbox"/> I can use calming down strategies when I need to.	<input type="checkbox"/> I have someone to show and guide me to do things.
<input type="checkbox"/> I am responsible for my actions.	<input type="checkbox"/> I can ask for help when I need it.	
<input type="checkbox"/> I am _____ _____ _____	<input type="checkbox"/> I can call/message Tinkle Friend if I need someone to talk to.	
	<input type="checkbox"/> I can _____ _____ _____	

Understand and Care for Myself

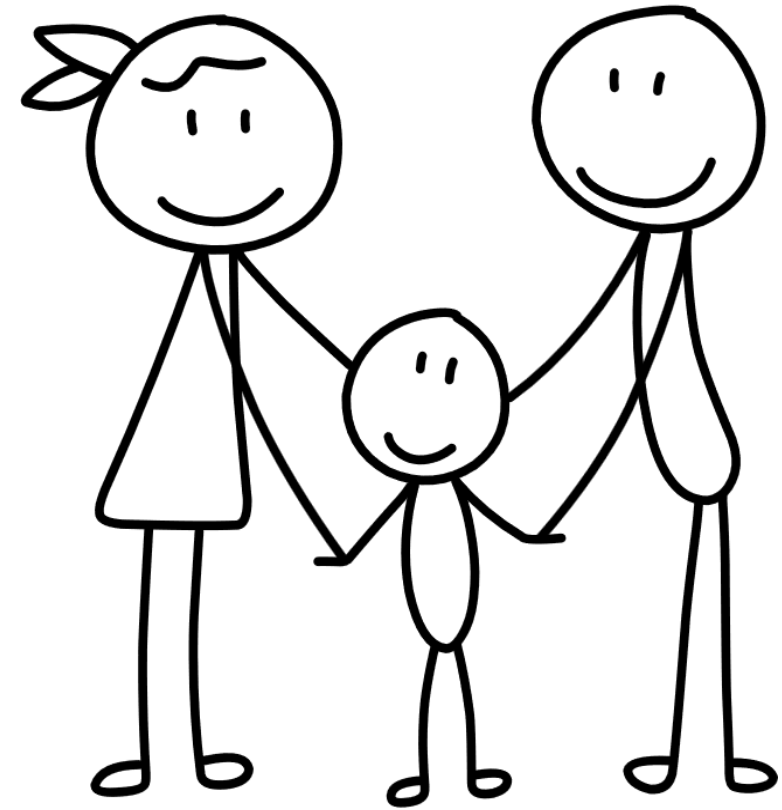
Taken from P5 CCE Journal P.3

Parents can build their child's resilience by regularly reminding the child of his or her identity, strengths, and support network.

# The Crucial Role of Parents

## Importance of Family Support

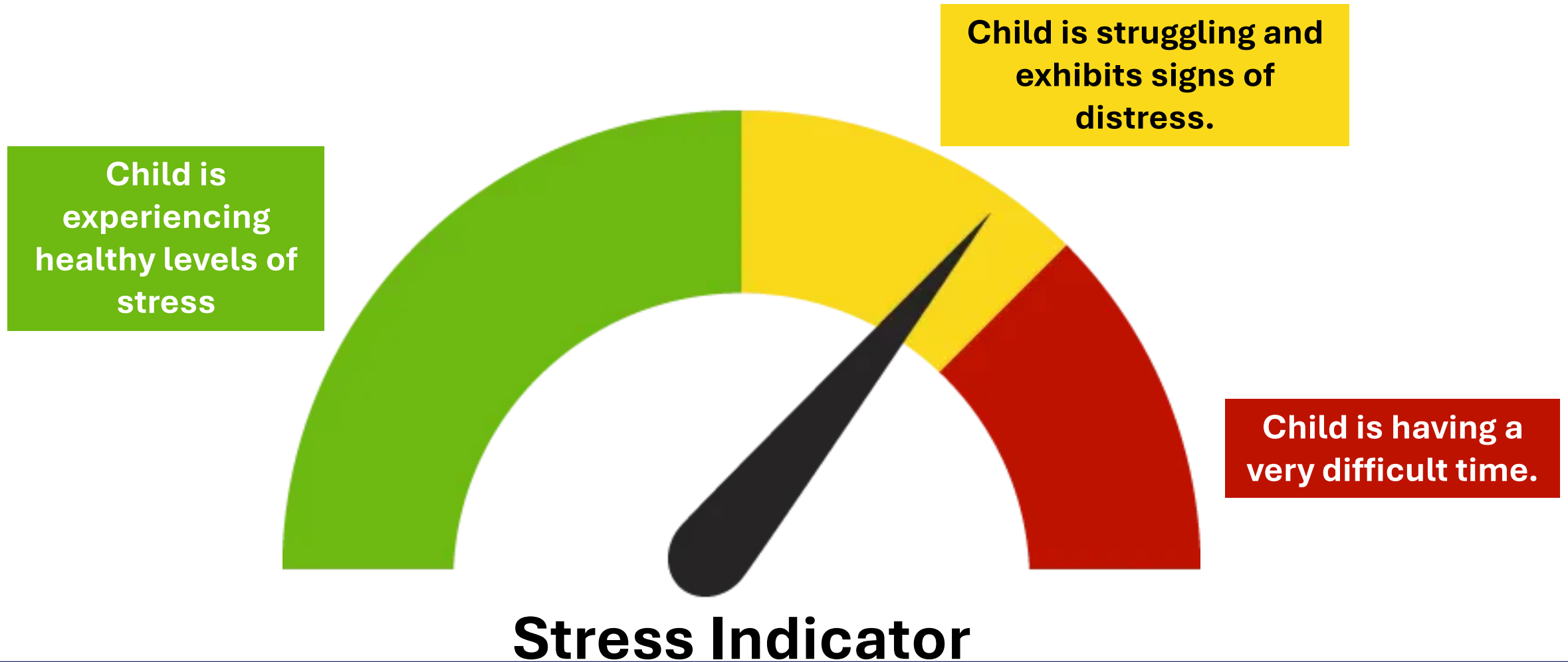
The **Termly Check-In Surveys** show that families are a **predominant source of support** when Primary School students are feeling stressed or anxious — demonstrating the **vital role parents play in their children's mental well-being**.



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

# Did You Know?

## *The Difference between Stress and Distress*



# 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

*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



# Real Connections

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

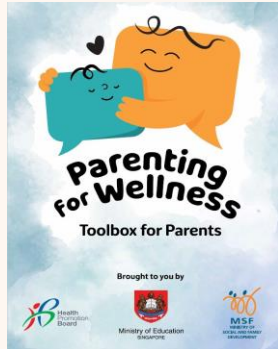
Build strong bonds through shared experiences and meaningful conversations



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?

# GROW WELL SG

## 1. Eat Well



## 2. Sleep Well



## 3. Learn Well



## 4. Exercise Well





# School-Home Partnership

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**SEMBAWANG PRIMARY SCHOOL**



# 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.

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

**1 Respectful  
Communication**

**2 Role Models**

**3 Real Connections**





# Communication between Teachers and Parents

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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

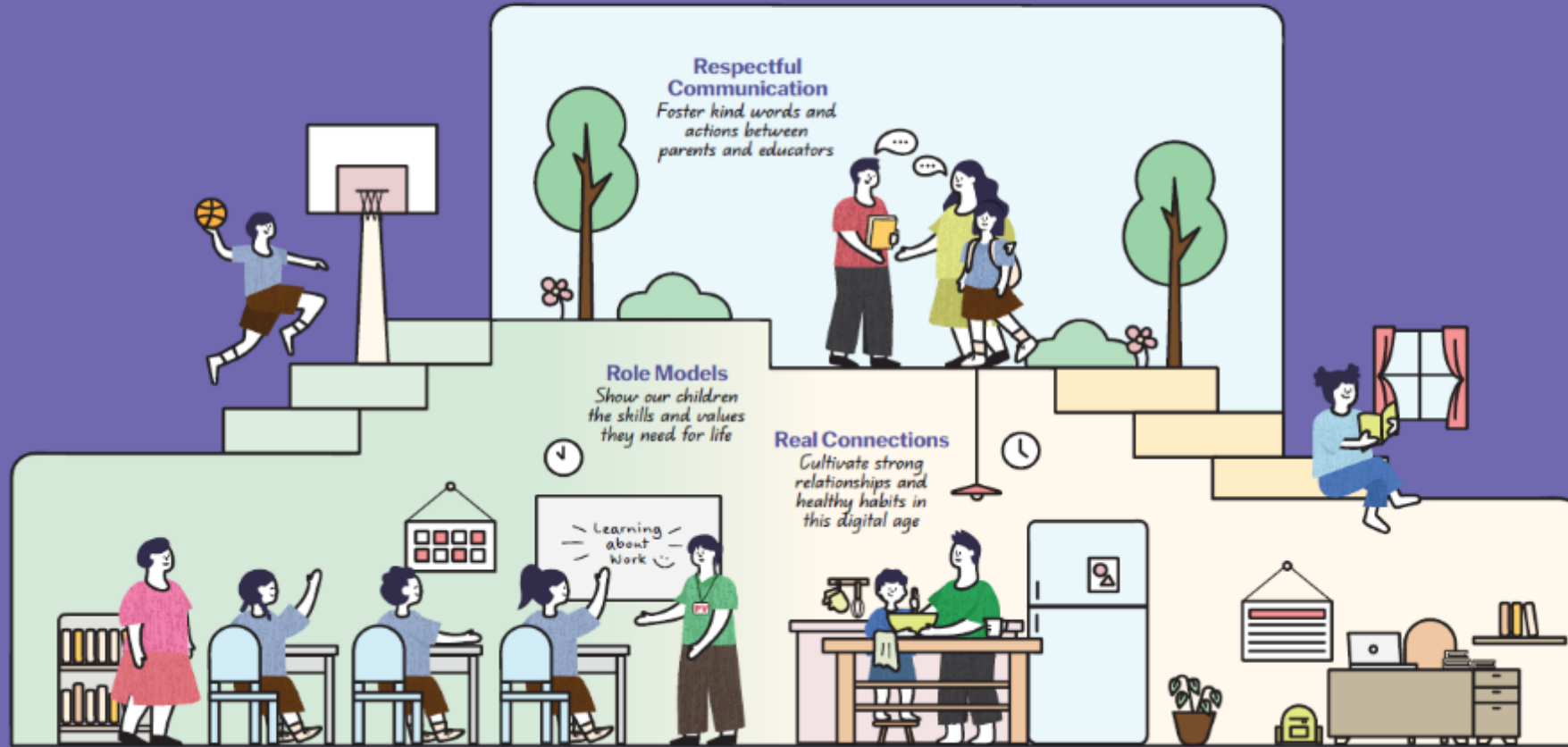
- The partnership between schools and parents is an essential one.
- By promoting mutual courtesy and respect in our interactions with each other, we can be good role models for our children and build authentic partnerships that will better benefit our children.



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



A joint effort in 2024 by  
the Ministry of Education and COMPASS



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# Additional Resources

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# 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.

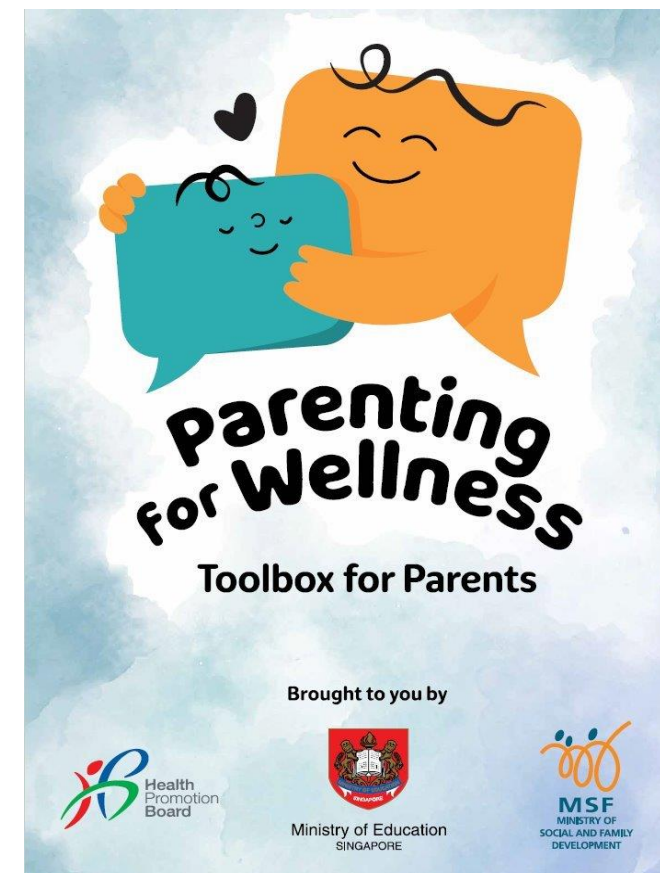


<https://go.gov.sg/pfw-toolbox-for-parents>



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

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.



# How can parents better support their child's digital habits?

## Achieving balanced screen time

- **Screen time** refers to the amount of time spent using devices each day. Having some screen time can be beneficial, such as when your child uses devices to learn and connect with others.
- However, it is important to be aware that **spending an excessive amount of time using devices is unhealthy**, as it is associated with insufficient good quality sleep, sedentary behaviours, increased obesity, and poorer mental health and well-being.
- **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**.

## Using parental controls to manage device use and stay safe online

- **Parental controls** refer to a group of settings that put you **in control of what your child can see and do on a device or online**.
- Such controls can allow you to **supervise and monitor your child's online activities and protect them** from inappropriate content, online sexual grooming, cyberbullying and other online risks.
- Parental control settings can be used to **monitor and limit screen time** as agreed with the child.

Scan QR code to download the Ministry of Health's Guidance on Screen Use in Children for more information.





# How can parents better communicate with their child on digital habits and matters?

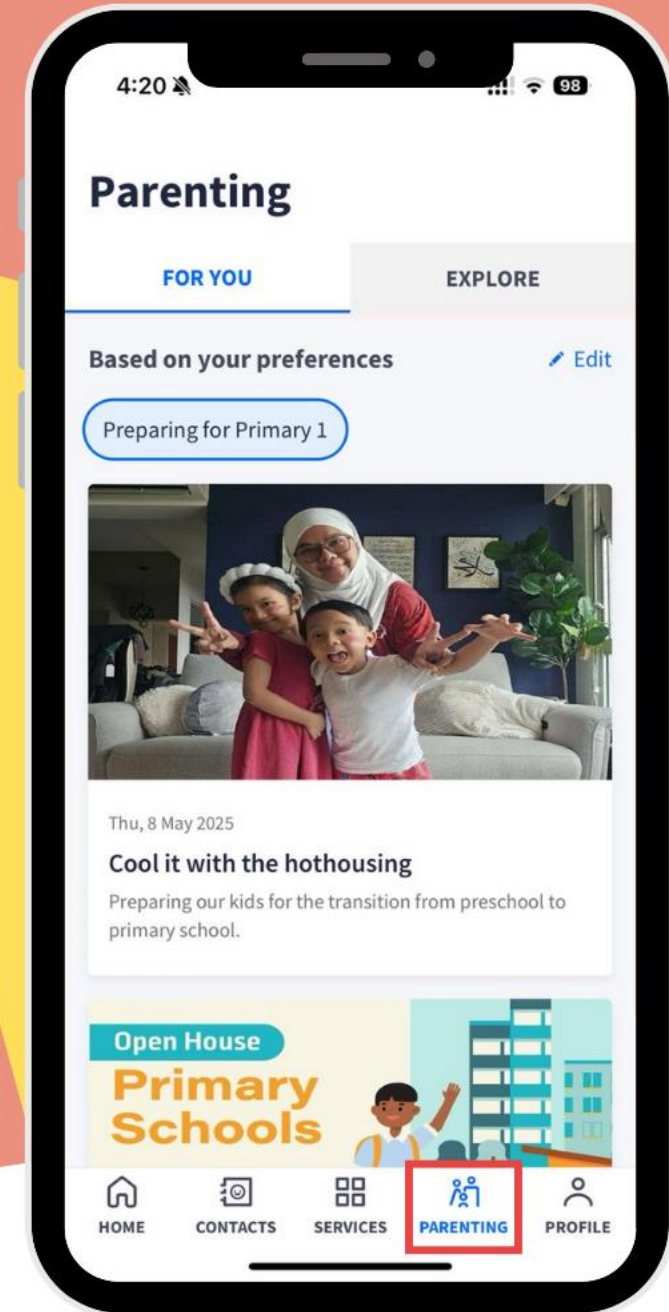
<b>Providing a safe space for conversations</b>	<ul style="list-style-type: none"><li>• It can be challenging to grapple with uncomfortable feelings and negative thoughts.</li><li>• Children may hesitate to share their true thoughts and feelings with their parents, as they may fear being judged or misunderstood.</li><li>• <b>You can let your child know that it is normal to feel or think the way they do, and that they can feel safe expressing themselves with you.</b></li></ul>
<b>Role modelling respectful conversations</b>	<ul style="list-style-type: none"><li>• When your child learns to engage in respectful conversations, they become a better communicator and friend.</li><li>• <b>Parents are in the best position to role model these skills</b> through daily interactions with your child.</li><li>• <b>Listen to understand</b>, instead of listening in order to give advice and offer solutions.</li></ul>
<b>Have regular and open conversations</b>	<ul style="list-style-type: none"><li>• <b>Have regular conversations</b> to better understand what your child does online.<ul style="list-style-type: none"><li>• Is it school work or are they engaging in recreational activities?</li><li>• For example:<ul style="list-style-type: none"><li>• State observation: “I noticed you have been spending a lot of time on your device.”</li><li>• Ask open-ended questions: “What do you usually do on your device?”</li></ul></li></ul></li><li>• <b>Communicate your actions and rationale.</b> Let your child know you care for them and want them to be safe online.</li></ul>



# 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.



# 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



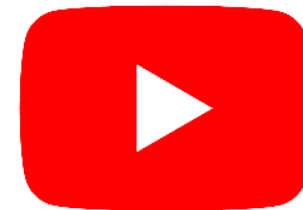
[www.instagram.com/parentingwith.moesg](http://www.instagram.com/parentingwith.moesg)



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



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



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

# Feedback

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**Thank You • Terima Kasih • 谢谢 • நன்றி**