



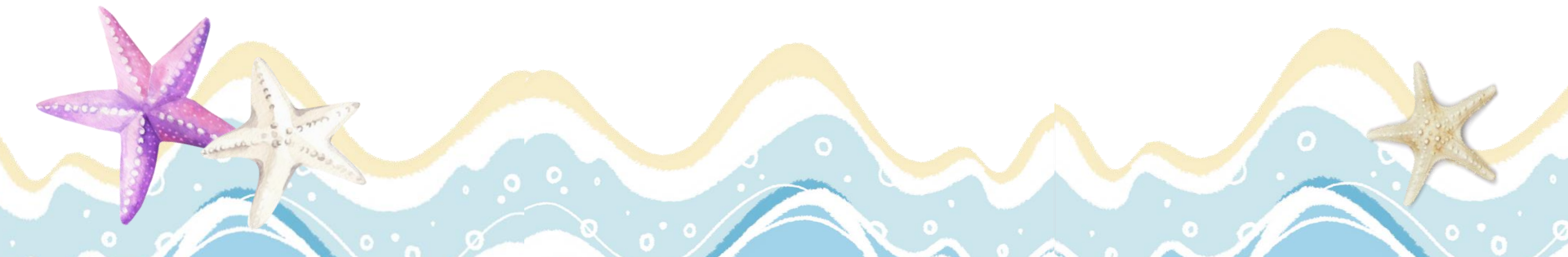
Grow & Glow

Confident Learners • Active Citizens • Touching Lives • Inspiring Future

Welcome to PGVP

Briefing for Primary 4 Parents

Friday 06 March 2026





FAMILY

Parents as co-partners of education



Grow & Glow

Confident Learners • Active Citizens • Touching Lives • Inspiring Future

School - Home Partnership (SHP)



Confident Learners • Active Citizens • Touching Lives • Inspiring Future



Supporting Your Child 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 life



Find joy in everyday experiences with our children



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



Model good values in words and actions



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

Real Connections

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

Build strong bonds through shared experiences and meaningful conversations

Teach children to recognise and communicate their emotions effectively

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



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

1 Respectful
Communication

2 Role Models

3 Real Connections



Parenting Resource: *Parenting for Wellness*

Keen to find out more about building strong parent-child relationships, supporting our children's mental well-being, and parenting in the digital age?

For more bite-sized resources (practical tips and strategies), scan the QR code on the right to download a copy of the **Parenting for Wellness Toolbox for Parents**.

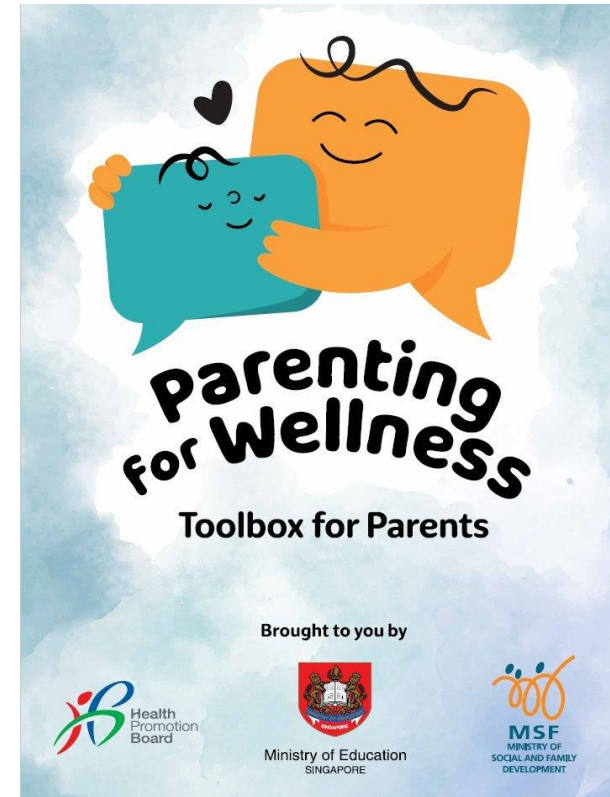


<https://go.gov.sg/pfw-toolbox-for-parents>



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



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.





**Partner Us ... to grow
your child...**

so that your child will glow to become

**A Confident Learner and
An Active Citizen**



Grow & Glow

Confident Learners • Active Citizens • Touching Lives • Inspiring Future



FLOURISHING STARLITES IN A POSITIVE ENVIRONMENT

VISION

**CONFIDENT LEARNERS
ACTIVE CITIZENS**

Culture of Learning

MISSION

**TOUCHING LIVES
INSPIRING FUTURE**

Culture of Care



**ST1 HOLISTIC DEVELOPMENT
OF STUDENTS**

- Develop Confident Learners
- Develop Active Citizens
- Develop Student Leaders



STARLITE OUTCOMES



**ST2 CAPACITY DEVELOPMENT
OF STAFF**

- Develop Competent Staff
- Nurture Staff Strengths
- Promote Staff Well-Being

Our Philosophy

Values-based, Holistic Education

We believe in **nurturing the whole child** by guiding our students to develop their **moral, emotional, social, cognitive, aesthetic and physical (MESCAP) domains** to the fullest so that they will become **good and useful citizens of tomorrow**



Grow & Glow

Confident Learners • Active Citizens • Touching Lives • Inspiring Future



PGVP MESCAP Outcomes

Confident Learners

- Cognitively Robust
- Aesthetically Aware
- Physically Active



Active Citizens

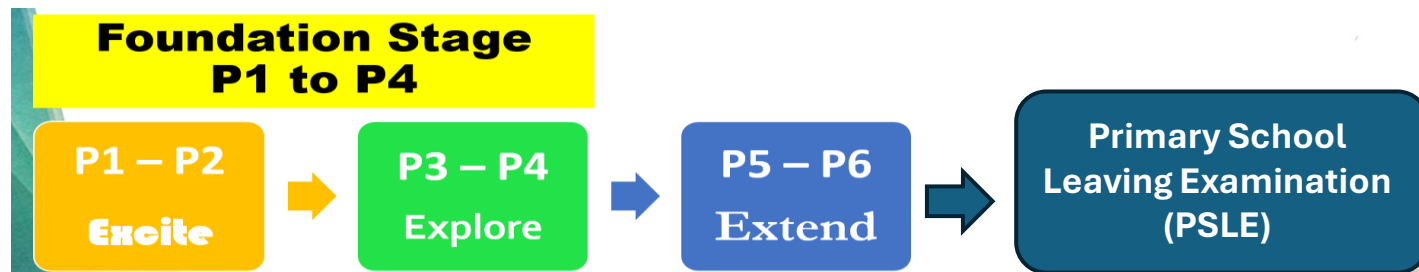
- Morally Upright
- Emotionally Adept
- Socially Responsible



What's in store for your child at P4?

Transition from P3 to P4.

- P4: Last year in the Foundation Stage of Primary Education
- First year of becoming in the Upper Primary
- Subject-based Banding (SBB) to move on to the Orientation Stage (P5)
- Lower Primary Years: more teacher-directed lessons with lots of fun a, freedom to explore and with only your P3 EoYE as your first major exam
- Academic rigour is building up in P4 and you will need to take greater ownership of your learning



MOE prepares students for fast-changing world through tech, updating learning spaces

[Sign up now](#): Get ST's newsletters delivered to your inbox

Published Sep 20, 2023, 04:00 PM

Updated Nov 14, 2024, 04:08 PM



SINGAPORE – Transforming education through technology, refreshing school environments to **enrich students' learning experiences, and enhancing 21st century competencies** – these

The year's theme is Shaping The Future Of Learning, and the seminar looked ahead to key challenges such as a fragmenting global order, economic disruptions, and rapid technological developments, especially in the field of generative artificial intelligence (AI).

“Our students will have greater uncertainty to deal with, and they may not be able to experience the stability and peace that we have experienced in the last 20, 30 years,” said Mr Chan in his opening speech at the event.

MOE's Transforming Education Through Technology (EdTech) Masterplan 2030, which will be implemented in schools progressively from 2024, was launched at the seminar.



Refreshed Progress Booklet

Our Focus:

- To develop students to be self-directed learners who shows great responsibility for their work
 - To take ownership of their learning
-
- ☐ Revised progress booklets – more intentional in bringing out key 21CC and learning outcomes
 - ☐ We want to engage parents in this partnership and thus the revised progress booklets aim to help parents to interpret, understand and use assessment information to support their child's learning.

How? Through . . .

- Daily work
- Artefacts
- Conferencing
- Daily Interactions



Refreshed Progress Booklet

Revised
progress
booklets

Confident, Empathetic and Effective Communicator - The

English Language (P3)

Listening

Listen and view actively to identify, recall and organise key
content texts

Listen and view (respect) to participate effectively in a
variety of contexts

Speaking

Elaborate on ideas on a given topic and prompts

Use appropriate vocabulary to communicate ideas

Plan and generate ideas in an organised way

Reading

Read aloud with accuracy, speed and expression

Use annotations to enhance understanding of a text

Writing and Representing

Develop, organise and express ideas to produce a text

Revise ideas to improve writing based on feedback

Vary sentence structures to convey ideas (e.g. starting
with adjectives)

Use rich and appropriate vocabulary to enhance meaning in
writing

Descriptors on Students' learning progress:

Level 1: Starting out

Level 2: Getting there

A Reflective Science Inquirer - The Critical Thinker
Science

Process
Skills

Semester 1

Skills and Processes

Use senses (**observe**) to gather data

Compare observations or data

Communicate explanation and reasoning based on representations
(flowchart, classification chart, tables or graphs)

Recognise fair test (changed, constant variables and measured
variables)

Use senses, apparatus, and equipment to
gather data.

Investigate to find out answers to questions.

Explore possibilities, generate novel ideas and shortlist ideas based on
simple justifications.



Blended Learning @ PGVP (e-learning)

- 2026 - to continue with the BL efforts for P2-P5 [e-learning]. Evolving into Edtech Masterplan 2030. As part of the initiative for Future of Learning.
- What do we hope to achieve through BL?
- Blended Learning builds on our continual education reform – “Learn for Life” movement – to:
 1. equip students with stronger abilities, skills and habits for independent and lifelong learning; &
 2. to strengthen our students’ future readiness.

Key focus: to develop your child in the following areas:



Blended Learning @ PGVP (e-learning)

- 2026 - to continue with the BL efforts for P2-P5 [e-learning]

Evolving
Future

- What can we do?

- Blend
reform

1. eco

ha

2. to

Key focus

- Through Blended Learning, we hope to:
 - **Nurture self-directed and independent learners who are able to**
 - Take ownership over learning
 - Plan, monitor and regulate learning
 - Search, access, acquire information
 - Extract and evaluate information, and continually refine understanding
 - **Develop passionate and intrinsically motivated learners - learners who possess the desire and passion to learn for life**
 - Curious and eager for new knowledge
 - Open and willing to embrace challenges
 - Pursue and sustain areas of passion

**Self-Directed and
Independent
Learners**

**Passionate and
Intrinsically
Motivated Learners**



Learning Dispositions



In Punggol View Primary School, we want our children to better enjoy the process of learning and develop dispositions for lifelong learning. Learning dispositions are positive behaviours and attitudes that help our students lay a strong foundation for learning for life. These learning dispositions will put our students in good stead as they become confident learners and active citizens.

PGVP has identified 5 learning dispositions and they are:



JOY OF LEARNING

Students who show joy of learning are motivated to learn and do their best. They derive satisfaction from learning new skills or discovering new ideas. They are also enthusiastic and show great interest in learning new things.



RESILIENCE

Students who are resilient do not give up easily when the problem is difficult and are not easily discouraged. They will even rise to the occasion when faced with setbacks.



OPEN-MINDEDNESS

Students who are open-minded are willing to try out ideas or solutions offered by peers, willing to explore possibilities and consider other viewpoints and approach challenges in creative ways.



CURIOSITY

Students with a natural curiosity will show interest in the world they live in. Students who are curious are eager to ask questions to develop deeper understanding and explore and learn about the things around them.



COLLABORATION

Collaborative learners are students who can cooperate well with others in a group learning setting, respect ideas shared by peers and value contribution of others. They work well as a team and learn from one another.

Learning Dispositions



In Punggol View Primary School, we want our children to better enjoy the process of learning and develop dispositions for lifelong learning. Learning dispositions are positive behaviours and attitudes that help our students lay a strong foundation for learning for life. These learning dispositions will put our students in good stead as they become confident learners and active citizens.

PGVP has identified 5 learning dispositions and they are:



JOY OF LEARNING

Students who show joy of learning are motivated to learn and do their best. They derive satisfaction from learning new skills or discovering new ideas. They are also enthusiastic and show great interest in learning new things.



RESILIENCE

Students who are resilient do not give up easily when the problem is difficult and are not easily discouraged. They will even rise to the occasion when faced with setbacks.



The Personal Qualities has the following Learning Dispositions : (JROCC)

J- Joy Of Learning

R- Resilience

O- Open Mindedness

C- Curiosity

C - Collaboration

What criteria will **PGVP** use to identify students with positive learning dispositions?

Joy of Learning ■ **R**esilience ■ **O**pen-mindedness ■ **C**uriosity ■ **C**ollaboration (JROCC)

Learning Dispositions	Primary 1	Primary 2	Primary 3
Joy of Learning Students who show joy of learning are motivated to learn and do their best. They derive satisfaction from learning new skills or discovering new ideas. They are also enthusiastic and show great interest in learning new things	• Listens actively in class • Submits work timely and is always neat and presentable • Displays willingness to learn new things	• Listens and participates actively in class • Submits work timely and is always neat and presentable • Shows initiative to look for new information • Shows positive attitude towards solving problems	• Listens and participates actively in class • Submits work timely and is always neat and presentable • Shows initiative to look for new information • Shows positive attitude towards solving problems • Shows initiative to learn beyond the classroom
	Primary 4 • Listens and participates actively in class • Manages work well • Shows initiative to look for new information beyond classroom content • Shows positive attitude towards solving problems using multiple sources • Shows initiative to extend learning beyond the classroom to deepen knowledge • Contributes ideas in class	Primary 5	Primary 6



4 levels Qualitative Descriptors

Level 1	Starting Out	<u>Beginning</u> to demonstrate positive learning dispositions
Level 2	Getting There	Demonstrates positive learning dispositions <u>some</u> of the time
Level 3	Got it	Demonstrates positive learning dispositions <u>most</u> of the time
Level 4	Achieved Mastery	Demonstrates positive learning dispositions <u>all</u> the time

- ❖ Personal Qualities of your child
- ❖ Reflected in the Holistic Development Profile (HDP)



Sample of HDP



Punggol View Primary School

Holistic Development Profile

For Year

Page: 2 of 3

Date:

Name:

Identification No.

Personal Qualities

Assessments

Rating

Collaboration

OVERALL

☆☆☆☆

Curiosity

OVERALL

☆☆☆☆

Joy of learning

OVERALL

☆☆☆☆

Open-mindedness

OVERALL

☆☆☆☆

Resilience

OVERALL

☆☆☆☆

Physical Fitness

BMI Weight Indicator:

Severely Overweight

[☐]

Overweight

[☐]

Acceptable

[☒]

Underweight

[☐]

Severely Underweight

[☐]

Others

[☐]



How do teachers track LD of students?

Teachers' Observation Checklist of Students' Learning Dispositions Primary 1

Name : _____

Class : _____

Learning Disposition / Behavioural Indicators	Frequency				Remarks / Reflection	
	Not at all		All the time		Evidence of lack of learning opportunities	Strategies to provide learning opportunities
Learning Disposition 1: Joy of Learning						
• Listens actively in class	☐	☐	☐	☐		
• Submits work timely and is always neat and presentable	☐	☐	☐	☐		
• Displays willingness to learn new things	☐	☐	☐	☐		
Learning Disposition 2: Curiosity						
• Asks questions to clarify understanding (e.g. always asking the "why" questions)	☐	☐				
Learning Disposition 3: Open-Mindedness						
• Is willing to listen and try out ideas suggested by teachers	☐	☐	☐	☐		

Working document for teachers to record observations (ongoing)



How can Parents help nurture their child's Learning Dispositions?



CURIOSITY

Students with a natural curiosity will show interest in the world they live in. Students who are curious are eager to ask questions to develop deeper understanding and explore and learn about the things around them.

See Think Wonder

- What do you see?
- What do you think about that?
- What does it make you wonder?

See what captivates your child's interest and suggest,
Let's learn about this together!

Find ways to connect with your child's "inner scientist": plant seeds with your child to discover **where** flowers come from; fill glasses with different amount of water, and wonder with your child **why** they sound different when you tap the glass.





RESILIENCE

Students who are resilient do not give up easily when the problem is difficult and are not easily discouraged. They will even rise to the occasion when faced with setbacks.

Resist the Urge to
Fix It and Ask
Questions Instead

Try using language such as
I can see that you're having some difficulty with ... would you like to try doing it again?

Think Back - Learn from it - Do it better

- What happened?
- What was the first thing you did?
- What have you learnt from...?
- What could you have done?
- Do you like to...? Why?
- If you were asked to... again, what else would you do?
- What would you do if this happened again?



Our Learning Dispositions

JOY OF LEARNING



Students who show joy of learning are motivated to learn and do their best. They derive satisfaction from learning new skills or discovering new ideas. They are also enthusiastic and show great interest in learning new things.

RESILIENCE



Students who are resilient do not give up easily when the problem is difficult and are not easily discouraged. They will even rise to the occasion when faced with setbacks.

COLLABORATION



Collaborative learners are students who can cooperate well with others in a group learning setting, respect ideas shared by peers and value contribution of others. They work well as a team and learn from one another.

CURIOSITY



Students with a natural curiosity will show interest in the world they live in. Students who are curious are eager to ask questions to develop deeper understanding and explore and learn about the things around them.

OPEN-MINDEDNESS



Students who are resilient do not give up easily when the problem is difficult and are not easily discouraged. They will even rise to the occasion when faced with setbacks.

Page 7 Student Handbook



Subject-Based Banding

Nurturing Every Child



Confident Learners • Active Citizens • Touching Lives • Inspiring Future



Why introduce Subject-Based Banding (SBB)?

“We recognise different abilities... and help each student to proceed at a pace that he can manage.”

***Mr Tharman Shanmugaratnam
Former Minister for Education 2007***



Why introduce P4 SBB?

MOE Subject-based Banding (SBB) in primary schools was introduced in 2008 to:

- ❑ Give students the opportunity to take a combination of subjects at standard and foundation levels based on their strengths and aptitudes in each subject
- ❑ Enable students to stretch their potential in the subjects that they are strong in while building up fundamentals in the subjects that they need more support in

*The revised PSLE scoring system 2021 **has not changed** the considerations for deciding on a student's subject combination.*



What SBB means for your child

Standard

- English Language
- Mother Tongue Languages
- Mathematics
- Science

Foundation

- English Language
- Mother Tongue Languages
- Mathematics
- Science

Higher Mother Tongue Languages

- Chinese Language
- Malay Language
- Tamil Language

Students can take a mix of standard and foundation subjects through SBB at P5 and P6. This would allow your child to:

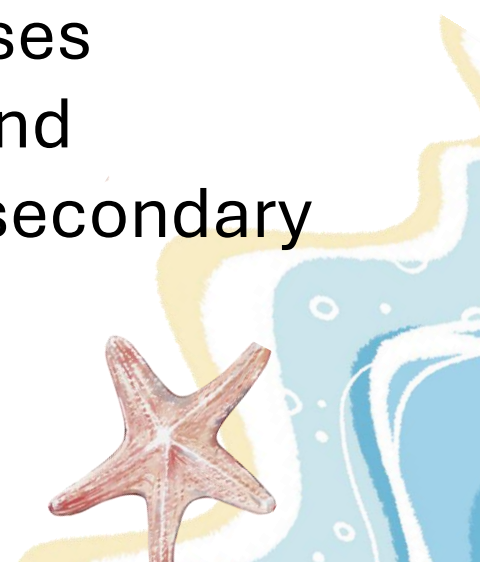
- Stretch their potential in subjects they are strong in.
- Build up their understanding in subjects they need more help with.



What SBB means for your child

Schools will continue to provide recommendations based on the following:

- ☐ Student's aptitude, motivation and performance in each subject;
- ☐ Student's ability to cope with a particular subject combination;
- ☐ Whether the subject combination focuses sufficiently on literacy and numeracy, and facilitates the student's articulation to secondary school and beyond.



What SBB means for your child

Offering subjects at Foundation level is **not a disadvantage** to the students. It enables them to **focus on building up strong fundamentals** in these subjects and better prepares them for progression to secondary school.



Recommendation Criteria (1)

School recommends a subject combination based on P4 examination results.
Parents select preferred combination.

At P4

If your child
(at the end of P4)

Your child will be
recommended to take

Passes all 4 subjects and performs very well in Mother Tongue Language (85%)

- Offer 4 Standard subjects + Higher Mother Tongue Language

EL, Maths and Science (85% and above)

4S1H

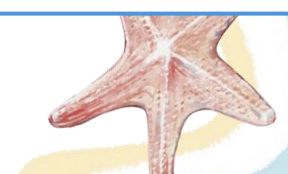


Recommendation Criteria (2)

School recommends a subject combination based on P4 examination results.
Parents select preferred combination.

At P4

If your child (at the end of P4)	Your child will be recommended to take
Passes all 4 subjects Or Passes 3 subjects	- Offer 4 Standard subjects [4S] - Or - Offer 3 Standard subjects and 1 Foundation subject (Mother Tongue Language) [3S1F]



Recommendation Criteria (3)

School recommends a subject combination based on P4 examination results.
Parents select preferred combination.

At P4

If your child
(at the end of P4)

Your child will be
recommended to take

Passes 2 subjects (EL & MA)
or less

- Offer 3 Foundation subjects +
1 Standard subject (Mother Tongue
Language) **3F1S**

Or

- Offer 4 foundation subjects **4F**

Note : Students who pass 2 subjects at the P4 End-of-Year Examination, can be offered to take 4 Standards subjects based on teachers' recommendation and the child's attitude towards learning

How does SBB Work?

[At P4]

School recommends subject combination, based on P4 End of Year Exam results.

Parents indicate preferred combination.



[At P5]

Student takes subject combination determined by the school with inputs from the parents.



How does SBB work?

End of P5

Students take the subject combination determined by the school with inputs from parents

Students who do not meet expectations

switch some subjects to foundation level



How does SBB work?

[End of P5]

Student who takes Standard subjects and has difficulty coping (scores AL7 & below)	All other students (scores at least AL 6)
School may allow him to take 1 or more subjects at Foundation level in P6	School will allow them to continue the same subject combination in P6



SBB

Based on EoYE exam results, the following is subject combination:

- ❖ **4S1HMTL**
- ❖ **4S - majority**
- ❖ **3S1F (MTL)**
- ❖ **1S (MTL) 3F**
- ❖ **4F**

SBB and your child's EoY exam outcome will guide class allocation for your child.



Class Allocation Guidelines

2026 Class Allocation Policy and Offering of Higher Mother Tongue Languages at P3 & P4

There is no change to our Class Allocation Policy. As a reminder, you may refer to the following information. Your child will be allocated to his/her new 2026 class at the end of the year. Our school prepares for the annual class allocation of students guided by a set of class allocation guidelines. Fundamentally, our class allocation guidelines aim to:

- strengthen holistic development, self-discovery and engaged learning,
- customise the learning experiences of similar profile of learners in the class,
- increase social diversity in the classrooms by having mixed-progress groupings, foster peer relations across different progress groups,
- reduce the perceived stakes of examination and
- preserve class identity during progression by not regrouping the students at the end of every level (See Table 1 below).



Class Allocation Guidelines

2026 Class

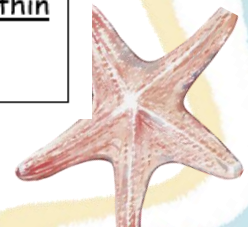
Language

There is no following in of the year set of class:

- stre
- cust
- incr
- fost
- redi
- pres
- end

Table 1 : Transition between academic levels

Transition Levels	Procedure
P1 to P2	• En-bloc promotion with minimal movement.
P2 to P3*	• Class allocation is based on students' English and Mathematics readiness which is determined by the Learning Outcomes attainment and Learning Dispositions. • Based on the above, students are then divided into 3 broad groups of similar learner profiles. • Students of each group are then allocated to their classes <u>within the broad group</u> factoring in gender and ethnic grouping mix.
P3 to P4*	• En-bloc promotion with minimal movement.
P4 to P5	• Class allocation is based on English, Mathematics and Science <u>EoYE</u> results as well as choices made through the Subject-Based Banding (SBB) Exercise. • Based on the above, students are then divided into 3 broad groups of similar learner profiles. • Students of each group are then allocated to their classes <u>within the broad group</u> factoring in gender and ethnic grouping mix.



How does SBB Work for P6?

[At P6]

Student takes subject combination decided by school



[End of P6]

Student sits for Primary School Leaving Examination
(PSLE)

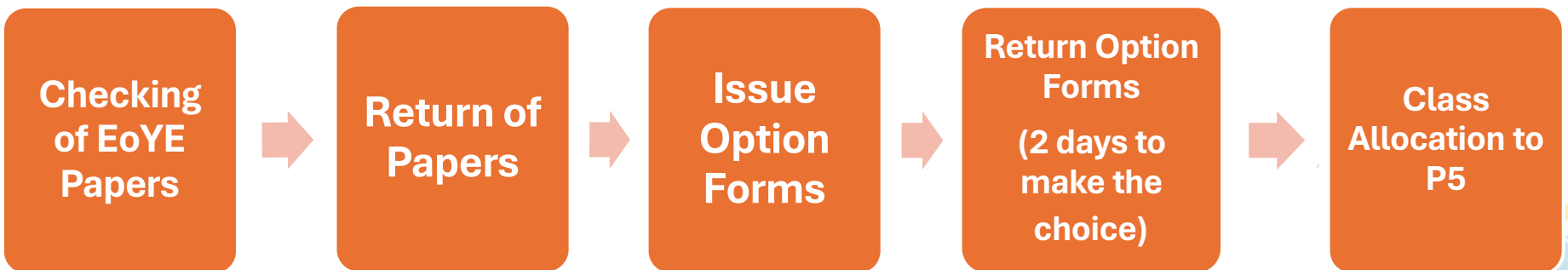


Important Information

After the EOY exams

- Students will check their scripts and teachers will go through with them
- The scripts will be returned to the students and parents after checking.

Work Flow after EOY exam



SBB and Secondary School admission

- **Progression to secondary level depends on PSLE Score.**
 - The scoring system for 2021 batch onwards will be different .
 - Based on revised PSLE scoring system. No longer using PSLE Aggregate score. Using Achievement Level (AL) instead.
 - Different expectations of standard and foundation subjects will be taken into account when the PSLE score is calculated
- **Offering weaker subjects at foundation level is not a disadvantage.**
 - Your child will be able to focus on building up strong fundamentals in the weaker subjects (E.g. weak in MTL)



What is Generative Artificial Intelligence (GenAI) and how can we tap its opportunities whilst mitigating its risks?

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**’ – ¹UNICEF (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

¹UNICEF (2023), *Generative AI: Risks and Opportunities for Children. How can we empower and protect children in the face of Artificial Intelligence?*, Innocenti – Global Office of Research and Foresight, <https://www.unicef.org/innocenti/generative-ai-risks-and-opportunities-children> (accessed on 22 July 2024).

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.²

¹Common 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)

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

³Parents, 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 interactions³.



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

¹Common 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)

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

³Parents, *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?

Find out how your child will use AI to learn and develop AI literacy through the school curriculum

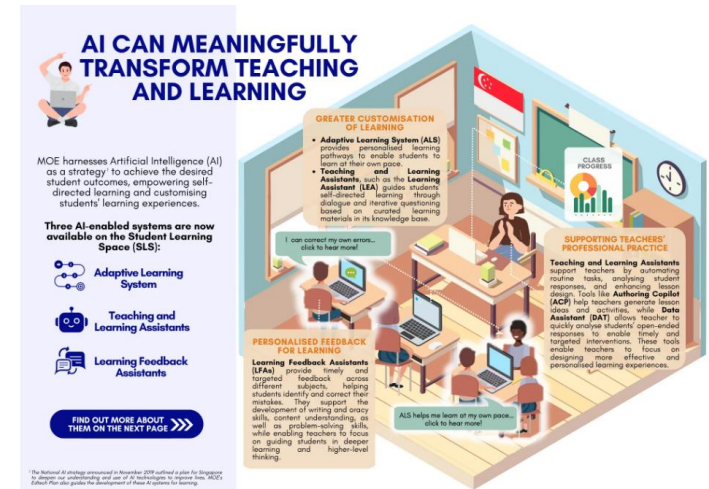
Students will use GenAI to learn in an age-appropriate manner



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

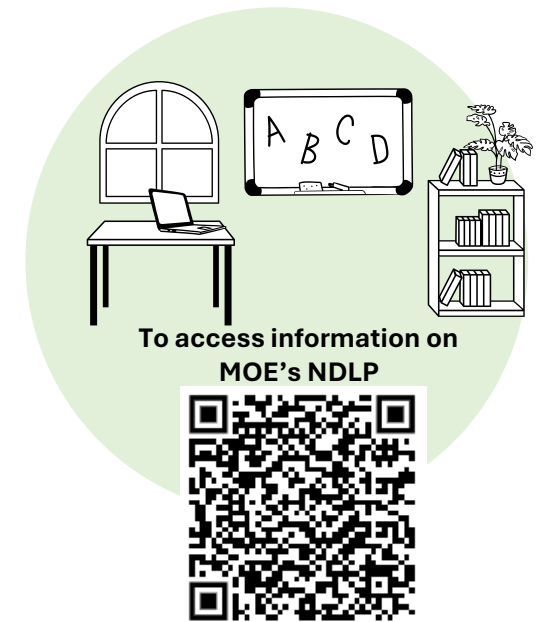
1. AI use for teaching and learning must be **age- and developmentally-appropriate**.
 - **Pri 1 to 3 students** will mainly engage in hands-on experiences, with **little or no** direct use of AI tools.
 - **Pri 4 to 6 students** will use AI tools occasionally with teacher supervision in class to support 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

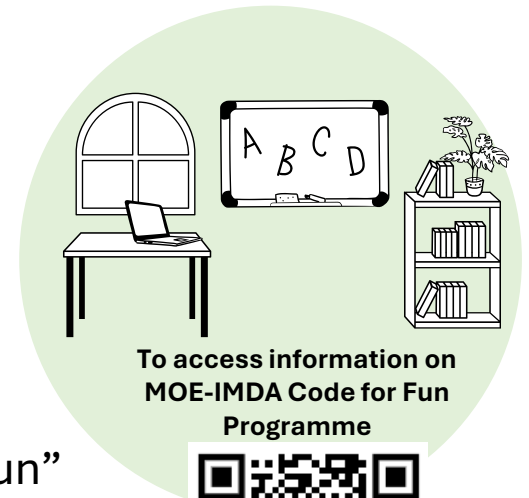


Upper primary students will learn about the risk of misinformation from AI output, that AI output may contain false information, and how some AI features (e.g. those in SLS) can support learning in a safe digital environment



‘Code For Fun’ Programme

- All upper primary students will go through the “Code for Fun” programme which includes an introduction to emerging technologies (e.g. AI) so that students understand how AI learns using data and can appreciate the benefits, risks, and limitations of using AI. (Scan QR code on the right)
- PGVP conducts “Code for Fun” after PSLE for all P6 students



To access information on
MOE-IMDA Code for Fun
Programme



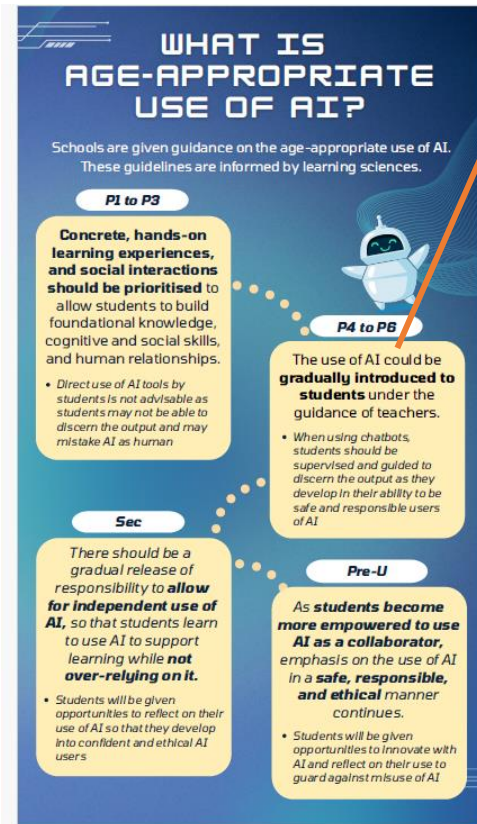
Primary 4 to 6

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

- PGVP has scheduled e-learning days to get students familiarize with the SLS.
- School will follow MOE guidance on the use of EdTech for upper primary students.
- School will take reference from MOE on AI age-guidance.
 - PGVP will help students learn to use AI responsibly (e.g. adhere to rules on AI use and observing AI ethics)
 - PGVP will gradually introduce students to age-appropriate AI tools whilst being closely supervised in class. AI tools will be from the SLS.
- **Upper primary students should not be using AI unsupervised**, and that it is important for students to learn fundamental knowledge and skills for independent mastery.

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*

For age-appropriate AI –guidelines and tools, explore the following resources:



Using GenAI tools for Learning: A Parent's Guide

Parents who wish to learn more about generative AI and how they can support their child's responsible use of such tools can view [this resource](#).



AI & Your Child Should parents guide or guard against AI?

Parents can view [this resource](#) to learn more about the guidelines for age-appropriate use of AI.



“Is AI Chatbot My Friend” Knowgets Video

Parents can view [this video](#) with their child to learn more about the dangers of being emotionally dependent on AI Chatbots.

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**.

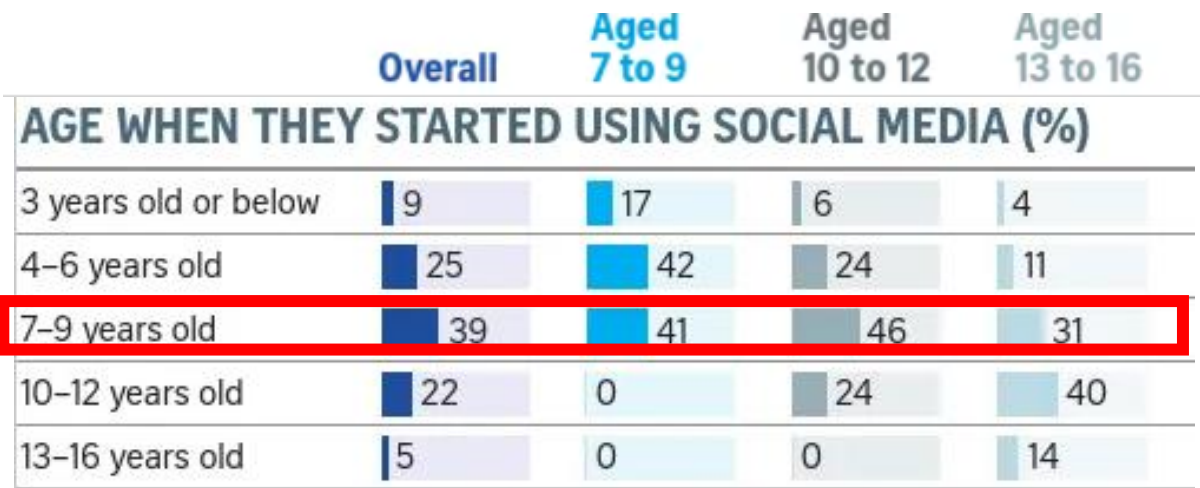
However, research has shown that both **screen time** and **type of screen use** (educational vs recreational) can impact our **children's well-being**.

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

What does this mean?

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

1 **Resources** on balanced and purposeful screen use are available at the end of the presentation.

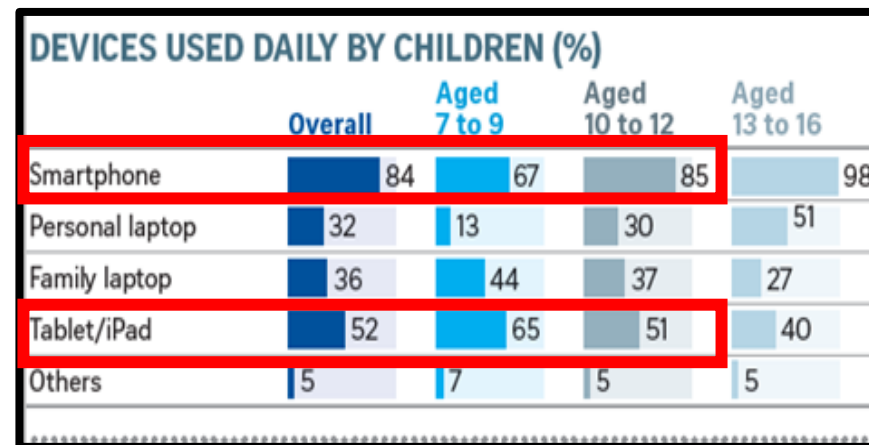


CURRENT REALITY

Children are going online from a younger age

CURRENT REALITY

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



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

Did you know?

A survey of 600 parents in Singapore revealed the types and frequency of **harmful content** our children are exposed to, including cyberbullying, sexual grooming, and sexual harassment.

However, **not all parents are aware** of the **online risks**.

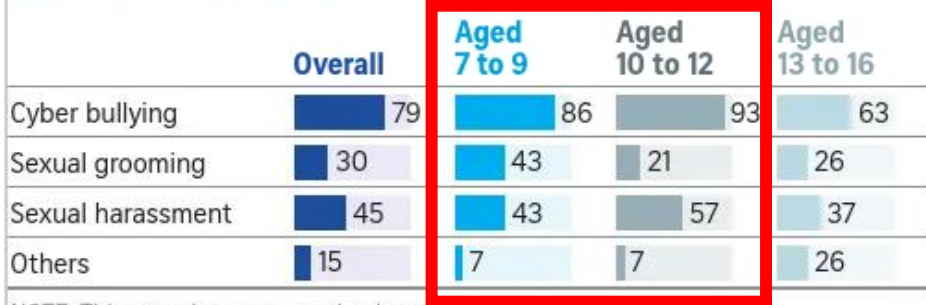
What does this mean?

We need to be **involved** in our children's digital lives, and put in **parental controls** to keep them safe and role-model for responsible use.

2 **Resources** on parental controls are available at the end of the presentation.

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?

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

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

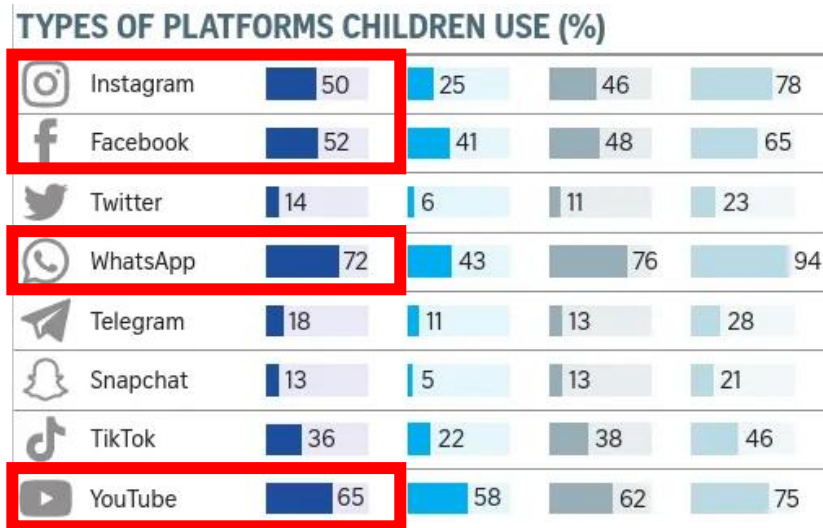
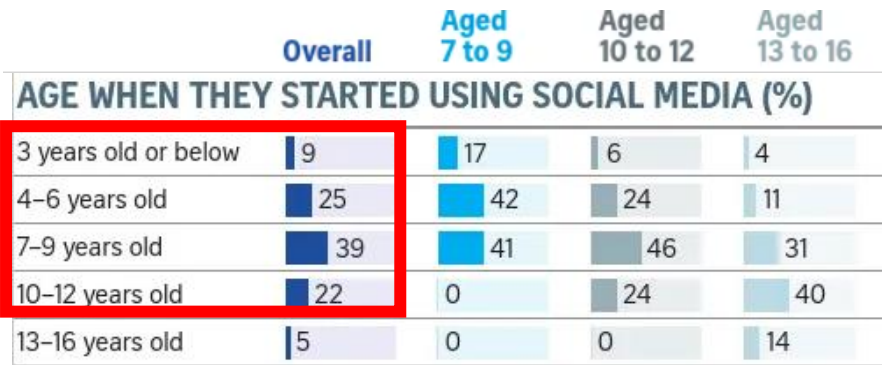
But the **majority of our children** have access to social media **before the recommended ages**.

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?

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.

3 **Resources** from Grow Well SG are available at the end of the presentation.



CURRENT REALITY

About
a third
of parents



with children aged
seven to 12 said they
had Instagram accounts

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

What is Cyber Wellness?

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

This is done through our **Character and Citizenship Education (CCE) curriculum** which aims to:

- **equip students with the knowledge and skills** to harness the power of Information and Communication Technology (ICT) **for positive purposes**;
- maintain a **positive presence in cyberspace**; and
- be **safe and responsible users of ICT**.

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

Resources

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



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



Playing Online Games

Navigating the world of digital entertainment, together.

What do I need to know about online games?

How can my child access online games?

- Online games are everywhere, and complex games can be played on-the-go via smartphones.

If my child enjoys online gaming, why not?

- While gaming is fun and can bring about positive outcomes (e.g., feeling good about their abilities and effort), **excessive gaming can lead to negative impacts**, such as excessive in-app purchases, attracting unwanted attention, increasing anxiety and the risk of cyber bullying.

Does the game have age restrictions?

- To check if a game is age-appropriate, video game ratings can be found on the IMDA website.
- Age ratings on games can be found on Google and Apple app stores. For example, Roblox, a popular mobile game, is age-rated 12+.

#1 **Resources** on video game ratings are available at the end of the presentation.

0

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

#1 **Resources** on conversation tips on gaming are available at the end of the presentation.

Discuss your concerns with your child through open conversations

- 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.

Tips	Conversation Starters
Ask about a game that your child seems to be playing frequently.	“What is this game about?” “Why do you find this game fun? Can you share more with me?”
Involve your child in setting rules and expectations for when they can play games, for how long, and the consequence of not following the agreed-upon rules.	“What are some suggestions on rules of gaming that you may have?” “Let’s discuss what would happen if anyone breaks the rules.”
Prompt your child to think about the risks of gaming	“Do you chat with strangers you’ve just met while playing online games? What are some possible dangers that can come?” “Can you help me understand why you spent \$300 on your game?”



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

Seek help from school and community

- If there is **no improvement** and 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 at 1800 6123 123**.

Seek professional help

- If there is **marked deterioration** and **significant impairment to the child's life**, consider seeking professional help.
- The professionals can assess the severity of the problem and recommend appropriate interventions.
 - You can approach the School Counsellor for support in this area.
 - You may call **National Addiction Management Service All Addictions helpline** at 6-RECOVER (**67326837**).

#1
1

Resources on entering your child's gaming world are available at the end of the presentation.

What Will Your Child Learn in School?

Find out what your child will learn about **Cyber Wellness** during **CCE (FTGP)*** lessons and other programmes.

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

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, _____, pledge to be responsible
(my name)
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.

Do My Best 27



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

School Programmes and Initiatives

- **PGVP Cyber Wellness programmes/initiatives include e.g. Safer Internet Day and lessons and discussions on Cyberwellness in class.**
- **We share tips and guidelines on Cyberwellness via PG last year.**
- **"What digital footprint are you modelling for your child?" Our children observe everything - from how we handle phone interruptions during family time to how we respond to negative comments online. We are living examples of digital citizenship thus what values do we want to impart to our children?**



Guidelines on screen use to be rolled out in Singapore schools

"We've reached a critical point. We have enough evidence that prompts us to want to do something than to wait for more evidence to come up," says the Ministry of Health.



Vanessa Lim

21 Jan 2025 03:00PM
(Updated: 22 Jan 2025 09:18AM)



"We need to understand what is the impact on health, on education, on the way we do work and then tackle it as soon as possible. I think that should be our approach in tackling some of these changes."



Digital Safety

Ensuring digital safety for students is paramount in today's interconnected world. Students are exposed to various online platforms and digital tools.

<https://www.moh.gov.sg/others/resources-and-statistics/guidance-on-screen-use>

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

New MOH guidelines

THE STRAITS TIMES



New MOH guidelines on screen use for children under 12



ST

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



For primary and secondary schools, MOE has provided more detailed

- ✓ **Limit screen use to less than 2 hours a day, unless related to schoolwork.** Moderate the time spent on passive recreational screen use, if necessary.
- ✓ **Develop a collaborative screen use plan or timetable** for the family to help achieve an appropriate balance between screen use and other age-appropriate activities, such as family bonding, interaction with peers, homework and exercise.
- ✓ **Be familiar with how to safeguard children from possible harmful online influences.**
- ✓ **Have regular conversations with children** to find out what they are doing online. Educate children about potential online risks, including inappropriate content, cyberbullying, and speaking to strangers online. Provide timely advice when necessary.
- ! **Do not give your child mobile devices with unrestricted access to the internet and applications.**
- ✓ **Use parental control settings** to monitor and ensure children access age-appropriate content and applications. This includes materials that are developmentally appropriate for children based on their age, level of maturity, social-emotional / behavioural capacities. Avoid harmful content that contain references to violence, sexual behaviour, suicide, self-harm or cyberbullying. Check content ratings if available.
- ! **Parents should not give your child access to social media services.** Major social media services require users to be at least 13 years old.
- ! **Do not use screens during meals and one hour before bedtime.**
- ✓ **Take appropriate steps** if you have concerns that your child has difficulty regulating his or her screen use. – see page 12 for more information

School Rules on Digital Device Use

ONLINE BEHAVIOUR (from the Student Handbook, p 41)

8. ONLINE BEHAVIOUR

- 8.1 Students will obey the terms of use of social media platforms (eg Whatsapp, TikTok etc require users to be at least 13 years old).
- 8.2 Students will not download, copy or share videos, music, pictures or other's work without permission. They will not take or post pictures or videos of others without permission.
- 8.3 Students will be mindful of their language and tone when posting comments online and be respectful of the views of others in using online platforms eg SLS. Students should post positive or encouraging comments for their peers.
- 8.4 Should students receive negative feedback online, do alert a trusted adult (parents, Form Teachers etc) and address it in person. Students should not reciprocate negatively online.



School Rules on Digital Device Use

ACCEPTABLE USE POLICY (from the Student Handbook, p 52)



Acceptable Use Policy (AUP) for use of EdTech Resources

Purpose of the Acceptable Use Policy (AUP)

Technology is an essential part of learning in today's world.

This Acceptable Use Policy (AUP) establishes guidelines on the appropriate use of EdTech resources to help you understand how to use these resources safely and responsibly, in line with efforts to develop your digital literacies and growth as digitally responsible citizens.

EdTech resources include the following, but are not limited to:

- Learning devices (e.g. Personal Learning Devices (PLDs), school devices)
- ICT system accounts (e.g. Singapore Student Learning Space (SLS), iCON); and school internet networks.

For more information, please refer to:

Student Kit on Cyber Wellness and Learning with a Learning Device (Primary) –

<https://go.gov.sg/cw-studentkitpri>



School Rules on Digital Device Use

7. ITEMS NOT TO BE BROUGHT TO SCHOOL

7.1 Students should not bring electronic games, cards, toys and other play items to school.

7.2 Students should not bring excessive pocket money to school.

7.3 No mobile phones or any electronic devices (e.g. iPad, smartwatches) are allowed to be used in school. These devices (except the POSB Smartbuddy) must be switched off at all times and **kept in a Ziploc bag provided by parents**. Mobile phones and smartwatches may only be switched on and used at the school gate after school dismissal.

Students are to take good care of their belongings. The school will not be held responsible for the loss or damage of any of these electronic devices.

School Rules on Communication

Teachers are mindful of the following:

- Guidelines on screentime for children of different age profiles.
- MOE's position that in-school use of devices should continue to be light at the P1 – P2 levels and can be progressively increased from P3 onwards.
- Recommendations on positive use of technology tools and age-restrictions for use of social media applications.
- Teachers will use email or school-based platforms (such as SLS) as default mode of communication with students beyond the classrooms, if necessary.

Additional Resources:

Parenting for Wellness



FOR MORE BITE-SIZED, PRACTICAL TIPS AND STRATEGIES ON BUILDING STRONG PARENT-CHILD RELATIONSHIPS, SUPPORTING YOUR CHILD'S MENTAL WELL-BEING AND PARENTING IN THE DIGITAL AGE, SCAN THE QR CODE ABOVE TO DOWNLOAD A COPY OF THE **PARENTING FOR WELLNESS TOOLBOX FOR PARENTS**.

YOU CAN ALSO ACCESS THE **PARENTING FOR WELLNESS WEBSITE** ON PARENT HUB (HOSTED BY HPB) FOR PERSONALISED ACCESS TO THE FULL CONTENT!

Scan here to
access the PFW
Toolbox for
Parents:



Positive Use Guide on Technology and Social Media

Scan here to access
the Positive Use



THE **POSITIVE USE GUIDE ON TECHNOLOGY AND SOCIAL MEDIA** DRAWS ON RESEARCH TO SUPPORT FAMILIES AS THEY NAVIGATE THE DIGITAL LANDSCAPE TOGETHER. IT OFFERS STRATEGIES FOR BALANCED SCREEN TIME, HOW TO BUILD HEALTHIER DIGITAL HABITS AND PROVIDES TOOLS LIKE SELF-CHECK WORKSHEETS AND CURATED RESOURCES. SCAN THE QR CODE ON THE LEFT TO ACCESS THE GUIDE ON THE DIGITAL FOR LIFE WEBSITE.

Positive Use Guide

Evidence-Based Insights on the Impact of Digital Devices
on Child and Adolescent Wellbeing



Compilation of Useful Resources

You can access all digital parenting resources shared throughout this slide deck by scanning this QR code or click [here](#)!

These resources focus on:

- Managing Device Use
- Respectful Communication
- Role-modelling healthy habits
- Fostering Real Connections
- Unlocking their First Smartphone or Smartwatch
- Playing Online Games
- Accessing their First Social Media Accounts
- Cyberbullying
- Parenting for Wellness
- Positive Use Guide
- Grow Well SG

#1 **Resources** on tips and strategies to support your child when they might be a cyberbully are available at the end of the presentation.

5



<https://go.gov.sg/cwresources-parent>
s



How Can Parents Help?



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.



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



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



Resources on having open conversations about digital habits are available at the end of the presentation. 83

How Can Parents Help?



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).

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

1 Respectful
Communication

2 Role Models

3 Real Connections



Resources on providing a
6 safe space for conversation
are available at the end of
the presentation.

Other Useful Resources

Want to know more?

Additional Resources

SLS Onboarding Module for P1 Students



[SLS Onboarding
Module for P1 Students](#)

SLS Onboarding Module for P4 Students



[SLS Onboarding Module
for P4 Students](#)

Parents can encourage their child to go through the SLS onboarding module (for P1 and P4 students) which supports their child in learning how to use SLS to support his/her learning.

Understanding Mental Health and Well-Being

Mental health: Beyond what you might expect



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?

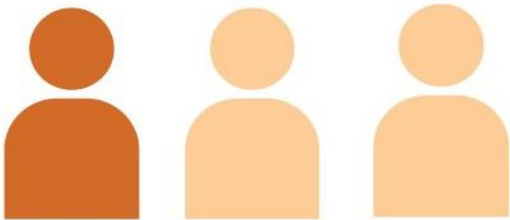
What does the data tell us?

Did you know?



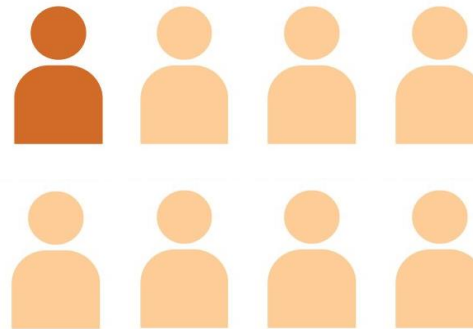
Singapore Youth Epidemiology and Resilience Study (2023)*

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



⁺ 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

What Will Your Child Learn in School?

Find out what your child will learn about **Mental Health and Well-being** during **CCE (FTGP)*** lessons and other programmes.

*Character and Citizenship Education (Form Teacher Guidance Period)

Primary 3 and 4

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

Strengthening Resilience and Well-being

- Developing resilience

Strengthening Sense of Self & Purpose

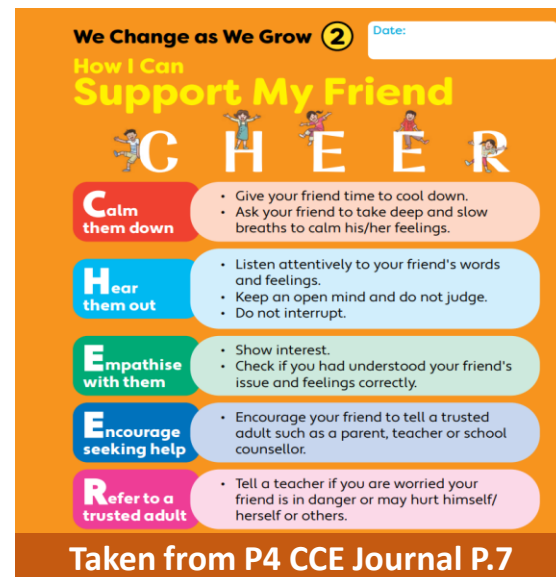
- Developing deeper self-understanding
- Setting meaningful goals

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



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

12

Understand and Care for Myself

School Programmes and Initiatives

All students have been told to do target-setting at the beginning of January.

Our SEN officers and School Counsellors have shared strategies at the school assembly in Jan 2026.

Punggol View Primary School

Name : _____ Class : _____

**SMART
GOALS**

MY GOAL IS:

SPECIFIC


What do I want to achieve?

MEASURABLE


How will I know when I have achieved my goal?

ATTAINABLE


Are my goals realistic and attainable?

What is Mindfulness?

"**Paying attention** to the **present moment**, your

Take 5 Breathing Technique

Have you been practising?

- Use one hand to trace your breathing in & out
- Useful to calm emotions & regain focus



IDENTIFY EMOTIONS

LET'S IDENTIFY WHAT WENT WRONG

Nora felt upset when Dave answered the question wrongly during a Math game and got their group points deducted. Nora

STOP-THINK-DO

THINK

1. I want to **better the situation**, not hurt the person.
2. I want to **solve the problem**, not create more problems.



Developing A Growth Mindset

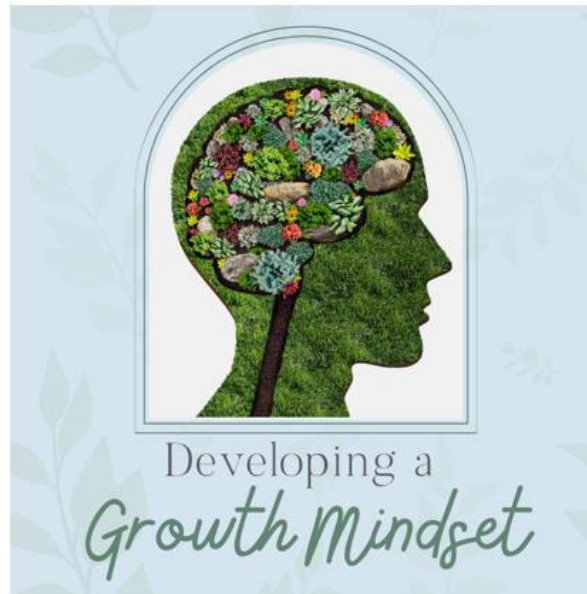
I Can't Do That.

Developing A Growth Mindset

- We put ourselves to every know self to

I Am A Self Leader

Log in to SLS for I Am A Self Leader lesson (T1W8)



ly

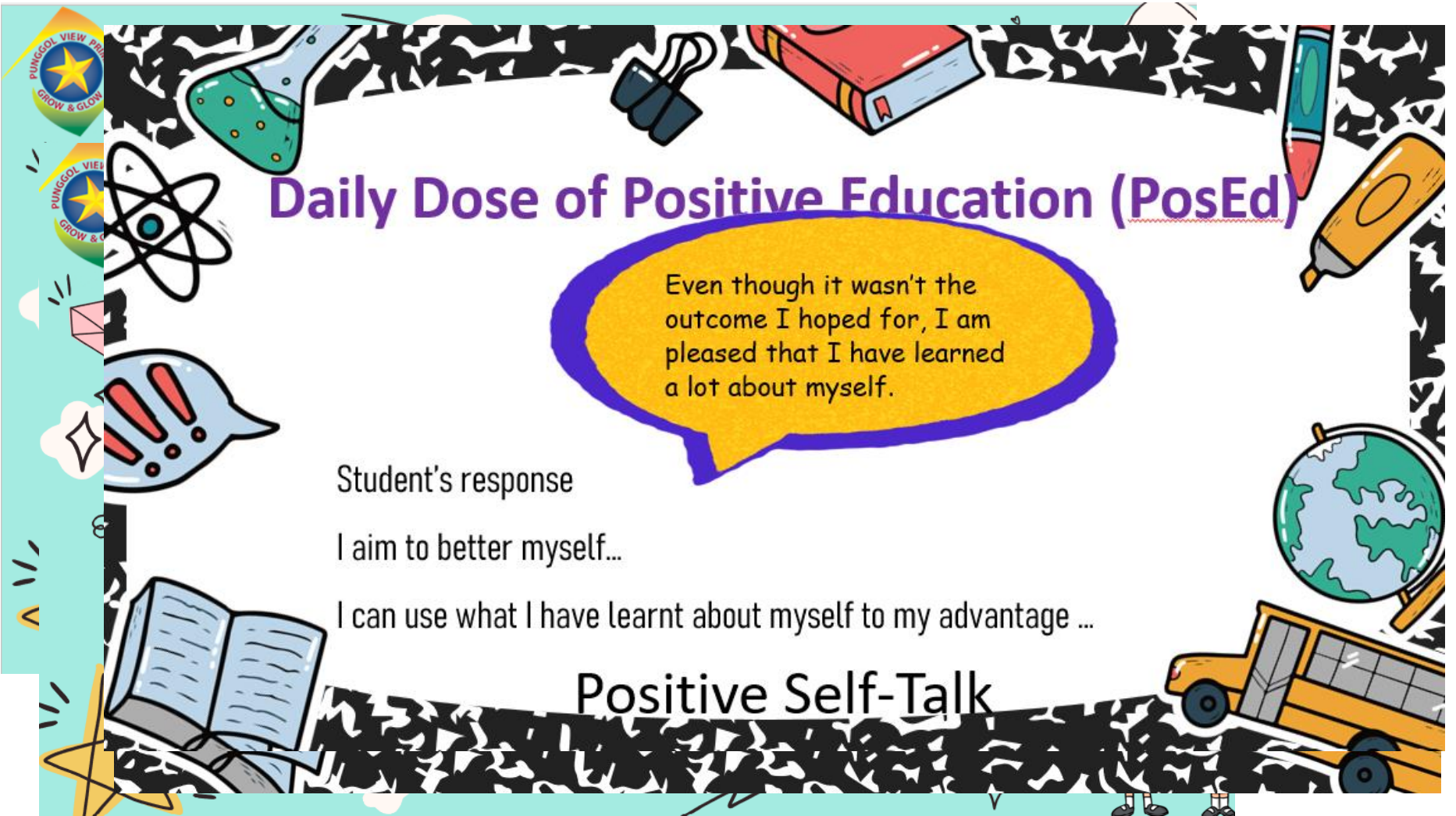
G AS
YING

N BY
INGS

KEEP
ET IT

EDS
FORT

YET.
L BE
REAT



Daily Dose of Positive Education (PosEd)

Even though it wasn't the outcome I hoped for, I am pleased that I have learned a lot about myself.

Student's response

I aim to better myself...

I can use what I have learnt about myself to my advantage ...

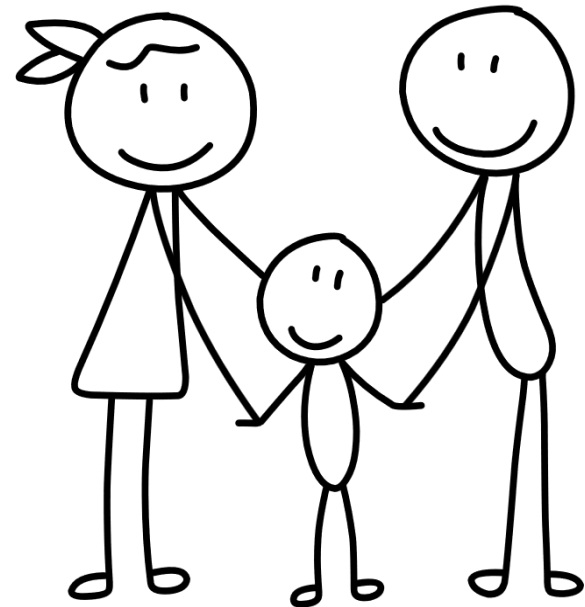
Positive Self-Talk

The Crucial Role of Parents

Your partnership with the school: Supporting your child together.

Importance of Family Support

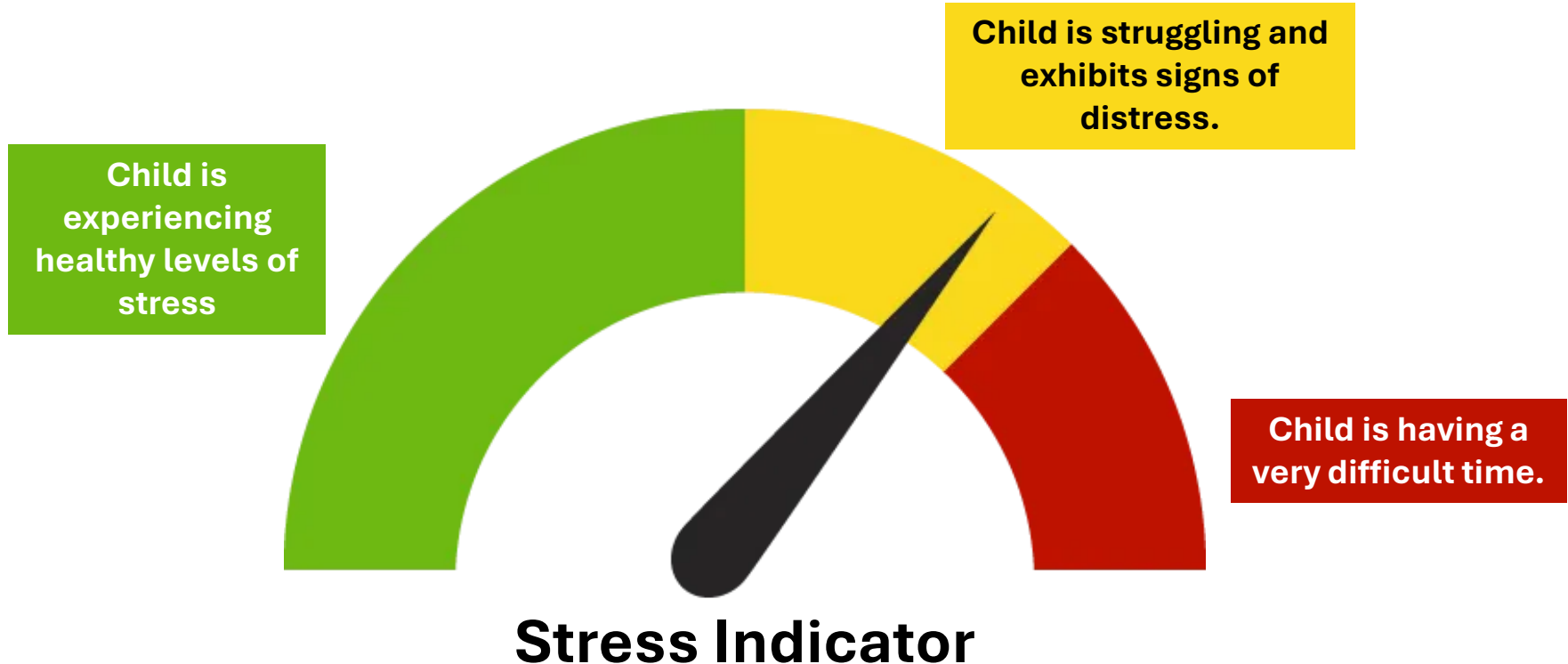
The Termly Check-In Surveys show that families are a **predominant source of support** when Primary School students are feeling stressed or anxious — demonstrating the **vital role parents play in their children's mental well-being**.



Parents are a predominant source of support for their child.

Did You Know?

The Difference between Stress and Distress



How can you support your child?

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



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

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



ARE YOU FEELING TOO MUCH STRESS?

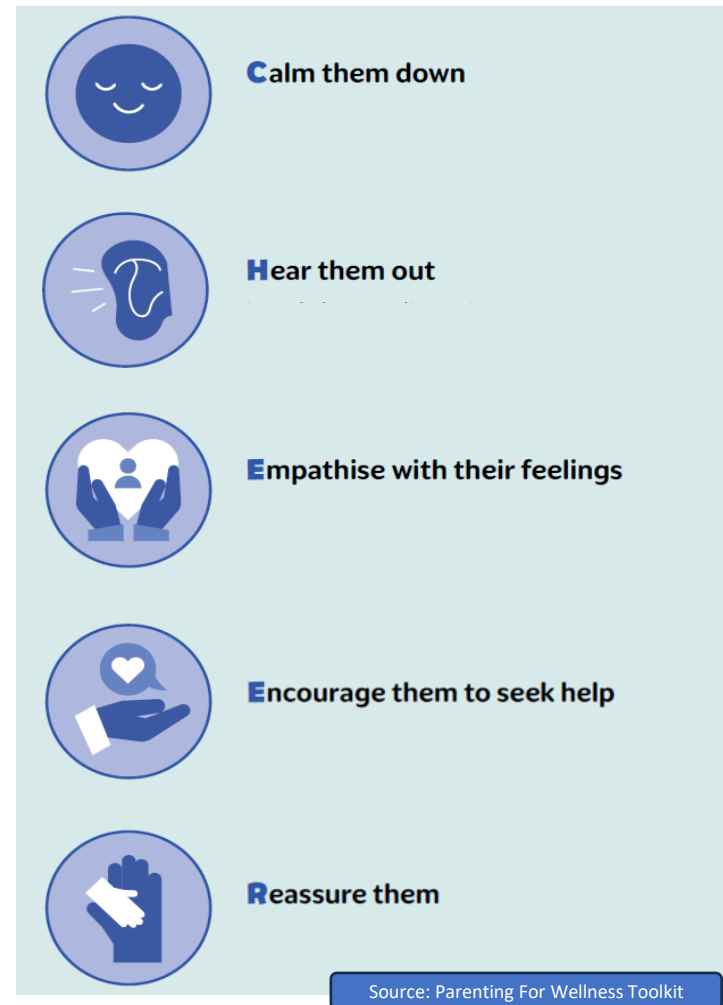
We can LOOK out for:

- L**oss of interest in hobbies
- O**verly tired, sad, worried or upset
- O**ften posting moody messages or talking about hurting yourself
- K**eeping away from people you are usually close to, or being quieter than usual

If you observe that your child may be struggling or showing signs of needing more support, you may use **C.H.E.E.R** to guide your conversations and support your child.



Scan the QR Code to read an example in the Parenting for Wellness toolkit, of how CHEER can be used. The full toolbox is available at the end of the presentation.



As parents, what can you do to support your child?

Parents as co-partners in education



Our Philosophy

Values-based, Holistic Education

**This starts with
cultivating the right
habits ...**

**Do the Right Thing
And
Give of Your Best**



Confident Learners • Active Citizens • Touching Lives • Inspiring Future



**Part of the preparation for P4 (SBB)
and hence PSLE depends on
building the right habits starting from P3...**

4As to Success....



Do the Right Thing & Give of Your Best

Need to have Right Routines

4As: Attendance•Appearance•Attitude•Assignment

Attendance/ Punctuality

- Shows your readiness to learn
- Be in school everyday
- Be Punctual (7.25a.m.)
- Trs want to help you - you must be present for tr to help you

Appearance

- You represent the school; Looking smart is imp
- When you are neat, you will look good, feel good and you will be confident...

Attitude

- Your attitude affect what you do and will determine your success
- Orderliness- PQR
- Right attitude to learn
- Pay attention in class; Take part actively in class discussion
- Don't know - ask
- Caring attitude- care for each other .

Assignment

- Put in your best effort to do your work
- Hand in your work on time
- Don't know –ask
- Mistakes - do correction

Shared this in Term 1 PGVP Quarterly



How can Parents support ?

Character Development is most effective when there is partnership between home, school and community.

As parents we can reinforce our children's learning and values nurtured in schools

Parents can extend what children have learnt from school at home

R³ICH values
(Respect, Responsibility, Resilience,
Integrity, Care & Harmony)

How Can Parents Help?



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.



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



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



Resources on having open ¹¹⁰
4 conversations about digital
habits are available at the
end of the presentation.

How Can Parents Help?



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).

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

1 Respectful
Communication

2 Role Models

3 Real Connections



Resources on providing a
6 safe space for conversation
are available at the end of
the presentation.

Message for P4 parents . . .

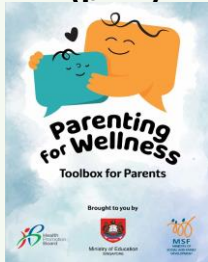
How can you help?

- **Creating a conducive Environment for learning**
- **Monitor your child's homework**
- **Talk to your child**
- **Set targets/ goals together with your child**



Providing a safe space for conversations

Tips taken from Parenting For Wellness Toolkit (p.11)



<https://go.gov.sg/pfwp11>

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?

Compilation of Useful Resources

Parenting for Wellness Toolbox for Parents (condensed info)	go.gov.sg/pfw-toolbox-for-parents
Parenting for Wellness Website (full content)	go.gov.sg/hpbpfw
MOE YouTube video on how parents can support the social-emotional learning of their children.	go.gov.sg/selhome
MOE Parent Kit	https://www.moe.gov.sg/parentkit
Schoolbag article “Next Stop, Primary School: Preparing the Child, and the Parent”	go.gov.sg/prepforprisch

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**.

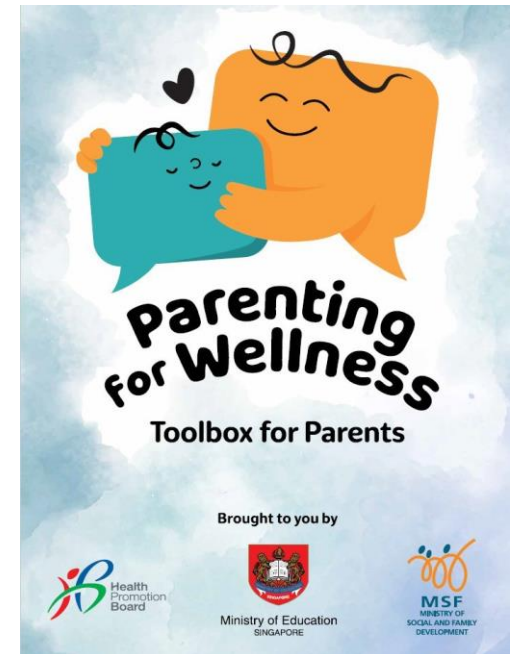


<https://go.gov.sg/pfw-toolbox-for-parents>



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

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.





EVERY CHILD MATTERS TO US

Everyone Makes a Difference





THANK YOU

Grow & Glow

Confident Learners • Active Citizens • Touching Lives • Inspiring Future

