



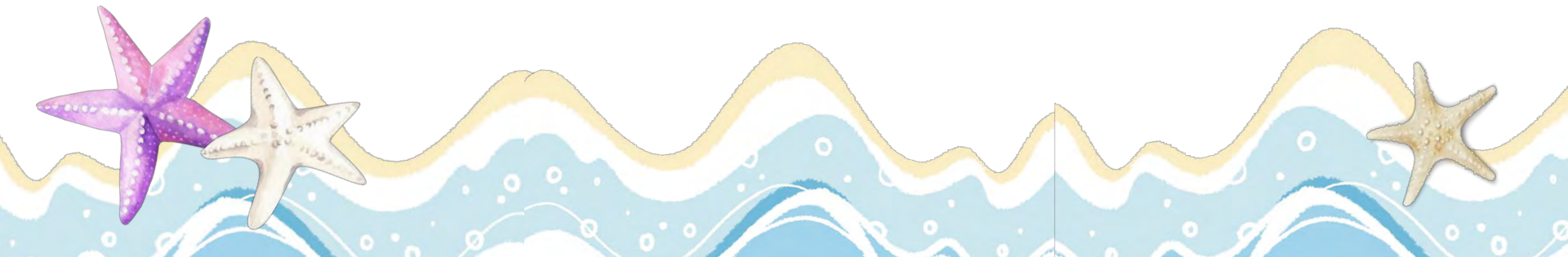
*Grow & Glow*

Confident Learners • Active Citizens • Touching Lives • Inspiring Future

# **Welcome to PGVP**

## **Briefing for Primary 6 Parents**

Friday 6 February 2026





FAMILY

Parents as co-partners of education



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# 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 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



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**.

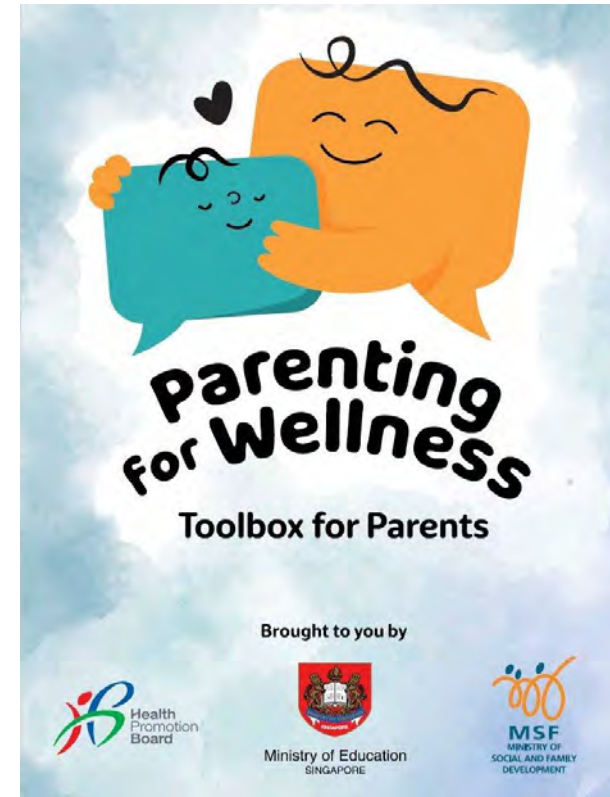


<https://go.gov.sg/pfw-toolbox-for-parents>



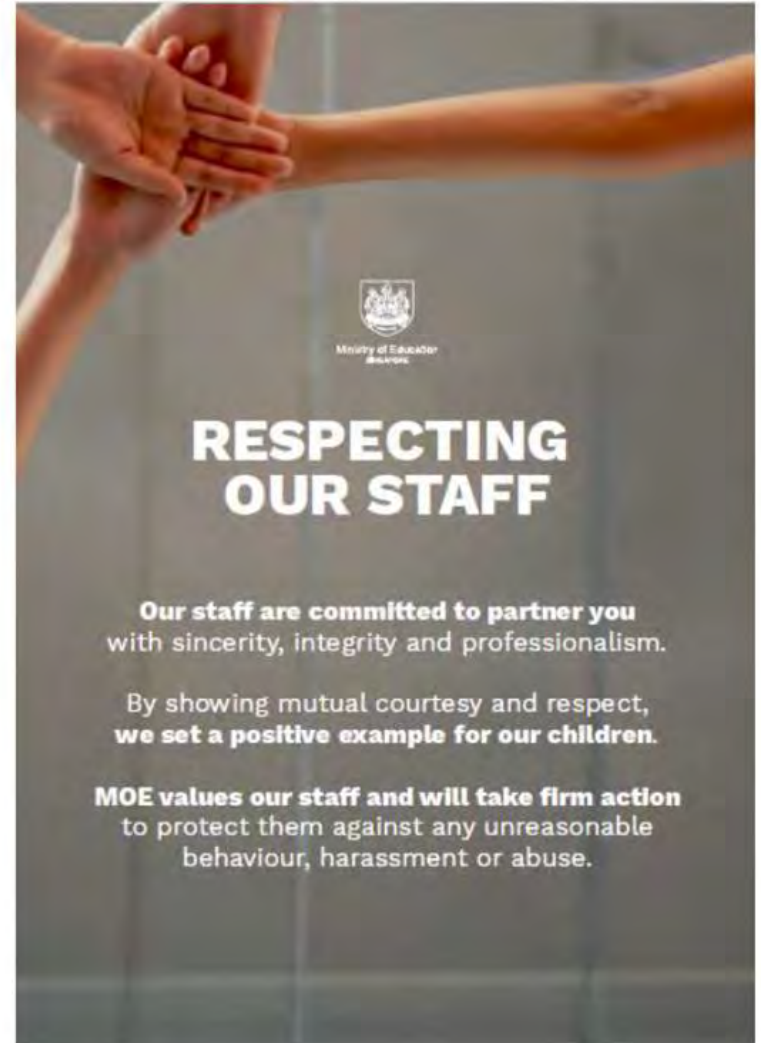
<https://go.gov.sg/hpbpfw>

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.

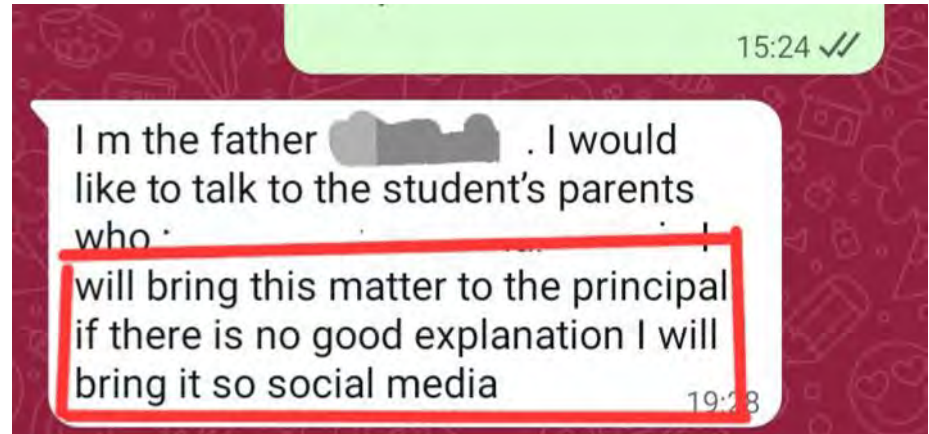
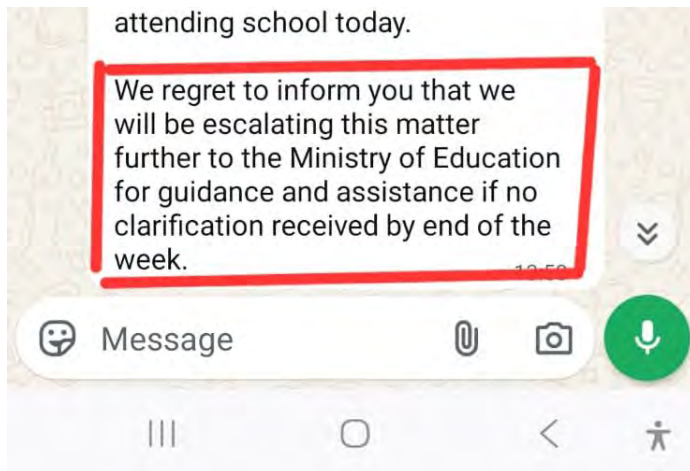


# Engagement Charter

- 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.



# Mutual Courtesy and Respect



Nur MAWARNI NIN SAHMAD (SCHOOLS); Janet CHANKHO (SCHOOLS); Harikrishnan JAYAPALAN (SCHOOLS); Sajivani Thanabal A (SCHOOLS)

RESTRICTED\NON-SENSITIVE

[If there are problems with how this message is displayed, click here to view it in a web browser.](#)

This is a matter of student welfare and well-being. I would appreciate a clear written response from the school on this issue. Should I not receive clarification, I will not hesitate to lodge formal feedback with the Ministry of Education (MOE).

Thank you

Best regards



**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



**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**

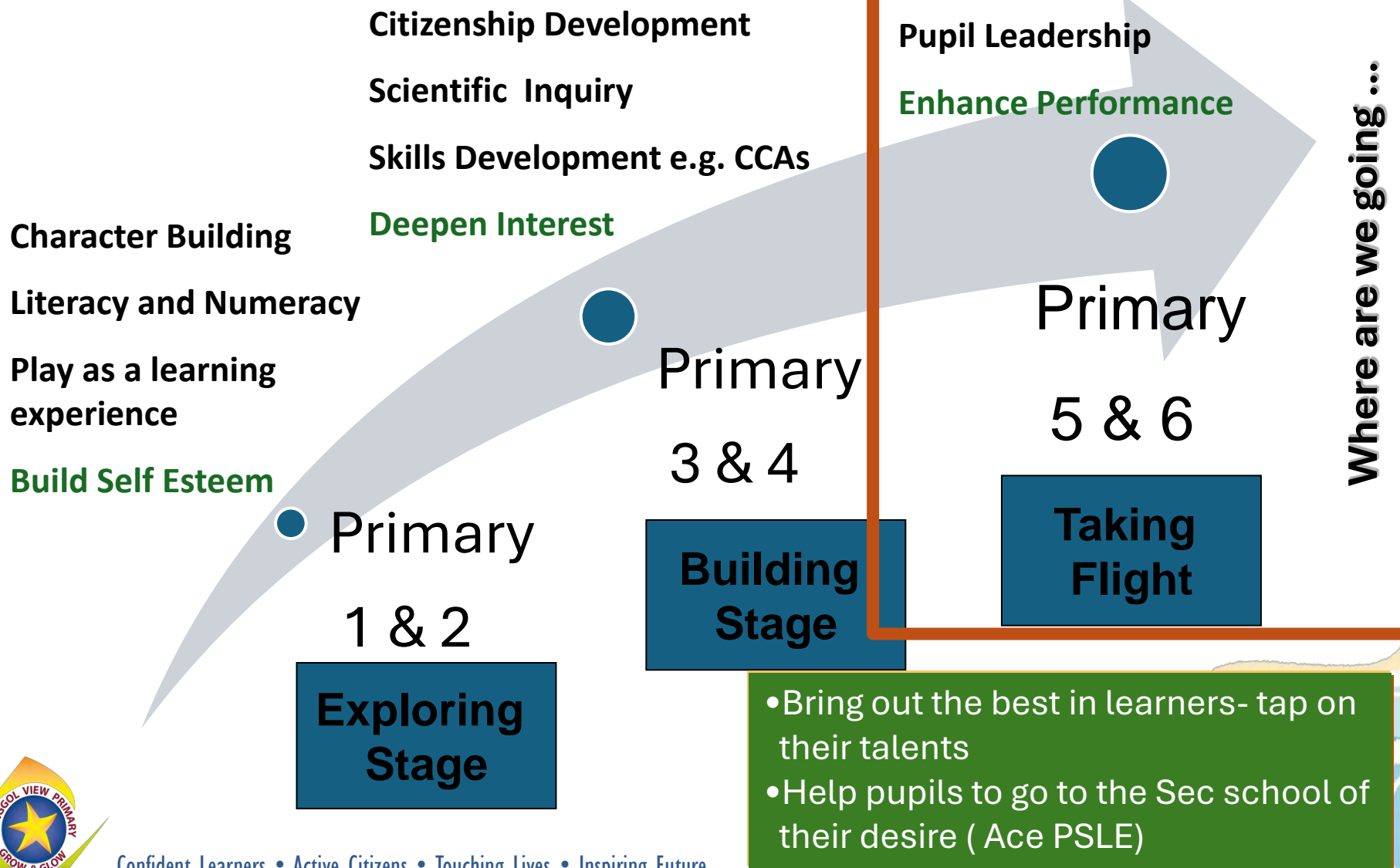


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# Total Curriculum Focus ....





# PGVP Learning Dispositions since 2019



## Punggol View Primary School 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:

P6 students will continue to use these as their personal qualities



### 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.

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### 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.



# Our Learning Dispositions

## JOY OF LEARNING



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## OPEN-MINDEDNESS



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## Page 7 Student Handbook





# Holistic Development Profile

## For Year \_\_\_\_\_

Page: 2 of 2

Date: \_\_\_\_\_

Name : \_\_\_\_\_

Identification No. : \_\_\_\_\_

### Personal Qualities

Collaboration

Curiosity

Joy of Learning

Open-mindedness

Resilience

### Assessments

OVERALL

OVERALL

OVERALL

OVERALL

OVERALL

### Rating

☆☆☆

☆☆☆

☆☆☆

☆☆☆

☆☆☆



### 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



# SL Talk with P5 students

Thu 24 Jan 2024

# SL Talk with P6 students

Thu 16 Jan 2025

## School engagement with P6 students....



To be done in Term 2

### Important to have GOALS

- Focus and a sense of purpose
- Do it for yourself so that you can experience success from your hard work
- Belief in your own capability
- Do not be afraid to ask for help – teachers, parents, friends, etc
- Take control of your own learning

Sharing by Mdm Sharifah, VP, on how  
parents can support....



My name: \_\_\_\_\_

Class: \_\_\_\_\_

# My 2026 Learning Goals



## My PSLE Targets

|                  | Marks | AL |
|------------------|-------|----|
| English Language |       |    |
| Mother Tongue    |       |    |
| Mathematics      |       |    |
| Science          |       |    |

## My top 3 secondary schools

At home, I will . . .

## What actions will you take

In school, I will . . .

Teachers' / Parents' comments



# P6 – Milestone year

## PSLE Year :

- ☐ A challenging journey
- ☐ Transition into early adolescence
- ☐ Preparing and sitting for a National Examination

Message for the P6 parents..

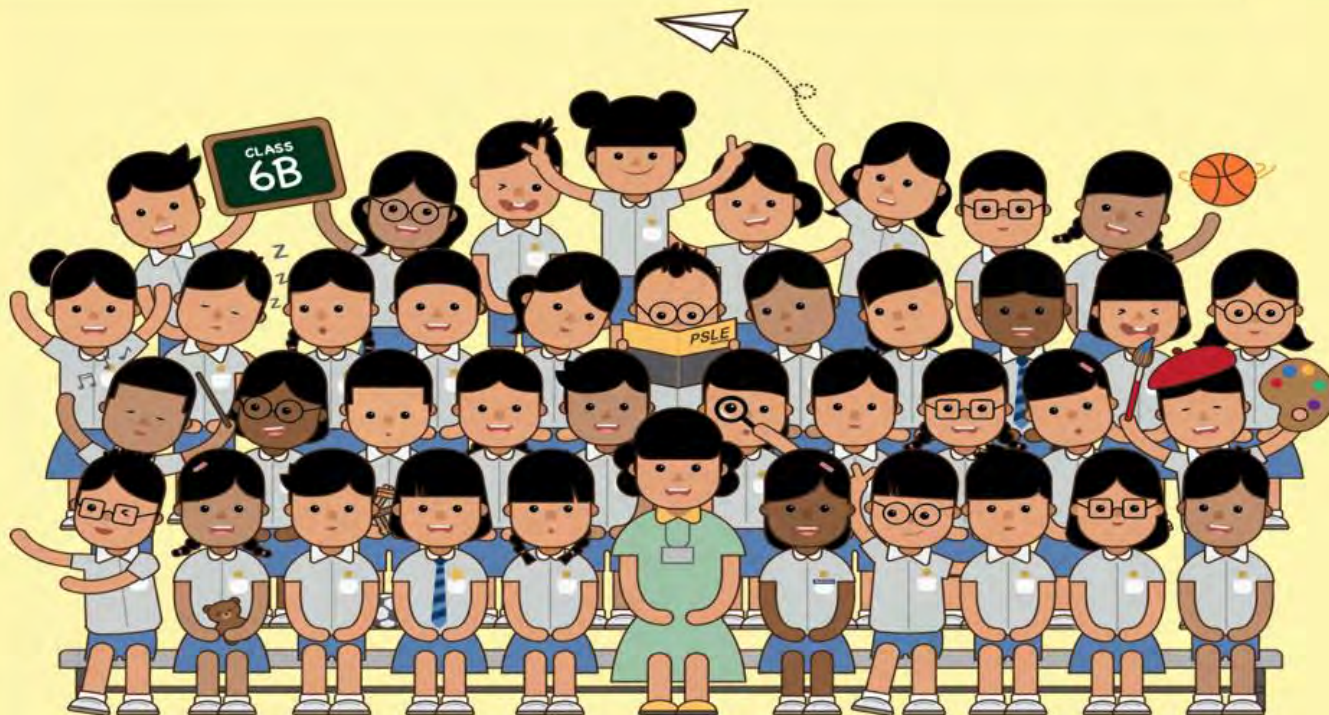


# PSLE Revised scoring system Explained



# THE NEW PSLE SCORING & S1 POSTING SYSTEM

First Batch of PSLE students - 2021



© MINISTRY OF EDUCATION, COMMUNICATION AND ENGAGEMENT GROUP, 2020

## STUDENTS WITH SIMILAR SCORES IN EACH SUBJECT WILL BE GROUPED INTO ACHIEVEMENT LEVELS

- There will be 8 Achievement Levels (ALs) with AL1 being the best.
- A student's AL for each subject will reflect his level of achievement, rather than how he has performed relative to his peers.

### PER SUBJECT

**AL 1 (BEST)**

**AL 2**

**AL 3**

**AL 4**

**AL 5**

**AL 6**

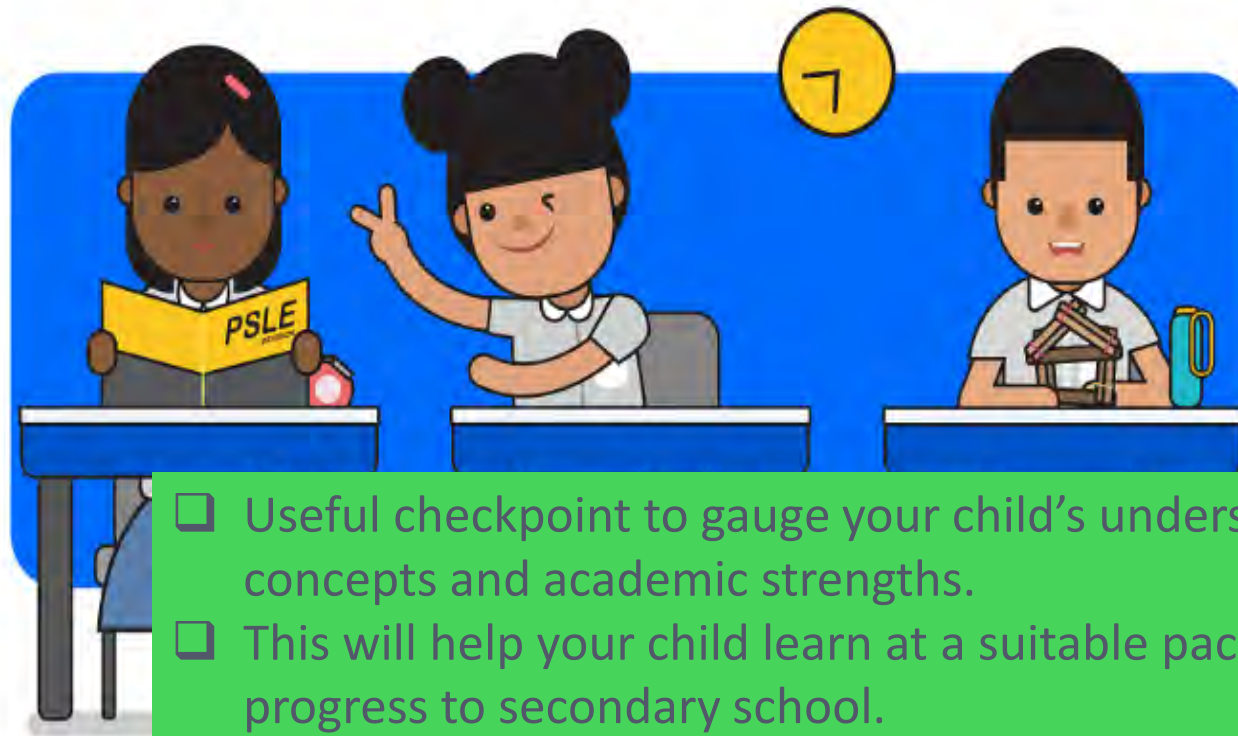
**AL 7**

**AL 8**

**\*PASS GRADE IS  
AL7 OR BETTER**

# PSLE Revised Scoring System....

The revised PSLE scoring system in 2021 will help your child focus on their learning instead of how they compare to others.



- ❑ Useful checkpoint to gauge your child's understanding of key concepts and academic strengths.
- ❑ This will help your child learn at a suitable pace when they progress to secondary school.
- ❑ Changes made to the PSLE scoring system from 2021 will reflect your child's level of achievement through scoring bands.



# Achievement Levels (ALs)

## Revised PSLE Scoring – Achievement Level (AL) Score Bands

Reflects a student's individual level of achievement

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

| Fdn AL | Fdn Range |
|--------|-----------|
| A      | 75 – 100  |
| B      | 30 – 74   |
| C      | 0 – 29    |

| New AL | Range  | Grades (Before 2021) | Range  |
|--------|--------|----------------------|--------|
| AL1    | 90-100 | A*                   | 91-100 |
| AL2    | 85-89  | A                    | 75-90  |
| AL3    | 80-84  |                      |        |
| AL4    | 75-79  |                      |        |
| AL5    | 65-74  | B                    | 60-74  |
| AL6    | 45-64  | C                    | 50-59  |
| AL7    | 20-44  | D                    | 35-49  |
|        |        | E                    | 20-34  |
| AL8    | 0-19   | U                    | 0-19   |



# Students taking Foundation subject

| Grades for Foundation | Foundation Raw Mark Range | Equivalent Standard Level AL |
|-----------------------|---------------------------|------------------------------|
| A                     | 75 - 100                  | 6                            |
| B                     | 30 -74                    | 7                            |
| C                     | < 30                      | 8                            |

**For the purpose of S1 posting:**

Foundation Level AL A to AL C will be mapped to a Standard Level subject equivalent of AL 6 to AL 8 respectively, to derive a student's overall PSLE Score.

# How does the PSLE Score and result slip look like?

Your child's PSLE Score will be the sum of the four subject scores. It ranges from 4 to 32, with 4 being the best possible total score.

*Example of how a student's PSLE Score is calculated*

|                        |     |
|------------------------|-----|
| English Language       | AL3 |
| Mother Tongue Language | AL2 |
| Mathematics            | AL1 |
| Science                | AL2 |
| PSLE Score: 8          |     |

# Scoring for Mother Tongue Language Exemption and Asian Language/ Foreign Language.....

- ❖ Under the new scoring system, students exempted from MTL, due to extenuating circumstances, will be assigned an MTL score so they have a PSLE score comprising four subjects, for the purposes of S1 Posting.
- ❖ The same approach is taken in the past for T-score system too. Their assigned MTL score will:
  - Take reference from peers with similar scores for English, Mathematics, and Science.
  - Maintain parity of treatment with students who take Foundation MTL (who will score between AL 6 to 8)

Hence, **students will receive an assigned MTL score between AL 6 and 8 in PSLE.**



# Higher Mother Tongue Languages (HMTL) in secondary school . . .

For your child to take HMTL, your child should meet the following criteria:

## Eligibility Criteria for Secondary School HMTL

(i) An overall PSLE score of 8 or better

OR

(ii) An overall PSLE Score of 9 to 14 (inclusive); and attain

- AL 1 / AL 2 in MTL or
- Distinction / Merit in HMTL

The eligibility criteria is intended to ensure that your child will be able to cope with the higher academic load

**Message for the P6 parents.  
What happens after PSLE?**

# Choice of Secondary Schools



Options

## **Admission into Sec school :**

- based on PSLE results
- through Direct School Admission ( DSA)



# Full Subject-Based Banding

## What are Secondary 1 posting groups? How do they differ from current streams?

Amelia Teng  
Education Correspondent

From the 2024 Secondary 1 cohort, the Ministry of Education (MOE) will post Primary 6 pupils to secondary schools in three posting groups – 1, 2 and 3 – mapped to the Primary School Leaving Examination (PSLE) score ranges for Normal (Technical), Normal (Academic) and Express courses.

The Straits Times answers some questions about the posting groups.

askST  
you ask, we answer.

If you have a question, e-mail us at [askst@sph.com.sg](mailto:askst@sph.com.sg)

**Q** How are posting groups different from the current academic streams? Is it just a renaming of labels?

**A** Primary 6 pupils will be sorted into three posting groups with their PSLE scores. This will be mapped from the existing score ranges for the Express, Normal (Academic) and Normal (Technical) streams.



Primary 6 pupils will be sorted into three posting groups with their PSLE scores. This will be mapped from the existing score ranges for the Express, Normal (Academic) and Normal (Technical) streams.  
ST FILE PHOTO

A MOE said it had studied alternative posting models as part of its review, but these were not tenable as “they would result in an unbalanced school landscape with a stark hierarchy across schools”.

For example, if there was only one posting group, every school would have a single cut-off point for entry. This would significantly limit the range of schools students can access and narrow the diversity of student profiles schools admit.

“Some schools may end up admitting only students offering subjects at G3, while others may admit only students offering subjects at G1,” said the ministry.

Hence, the posting groups ensure that schools remain accessible to a wide profile of students and enable them to have mixed form classes.

For instance, pupils assigned to Posting Group 3 would have a PSLE score of between four and 20 and be eligible to take most subjects at Secondary 1 at the G3 level, which is the equivalent of the current Express course.

The posting groups may seem like new labels that MOE is using in place of the streams that most Singaporeans are familiar with.

But unlike the existing streams, the posting groups will not shape or define students’ secondary school experiences and their pathways beyond, MOE said.

They will be used only for the purposes of admitting students in-

to secondary schools and to guide the initial subject levels students offer at the start of Secondary 1.

Once in school, students will not be grouped into form classes by their posting groups. They can take up subjects at differing levels depending on their performance in specific subjects, under the MOE’s full subject-based banding approach that will kick in for most secondary schools in 2024.

In addition, schools will arrange students in mixed form classes, which means there will be students from different posting groups in each class. This is a fundamental change from existing

form classes where students all come from the same academic stream.

In mixed form classes, students will take common curriculum subjects, such as art, music and physical education, together.

MOE said: “Having three posting groups ensures schools remain accessible and continue to have a good mix of students across diverse learner profiles, and students have opportunities to interact with other students with different interests and backgrounds.”

**Q** Why is there a need to have three posting groups?

**Q** Can students who are in the same school but were admitted through different posting groups take subjects at the same level?

**A** Yes, students within the same school who entered through different posting groups can take subjects at the same level as they progress through secondary school.

This is made possible with the implementation of full subject-based banding, where students take subjects at different levels as they discover their strengths and are not constrained by their academic streams.

[ateng@sph.com.sg](mailto:ateng@sph.com.sg)



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# WHAT IS FULL SUBJECT-BASED BANDING (FULL SBB)?

- Full SBB will be implemented in secondary schools from 2024 and will allow you to:



Choose to learn subjects at different levels based on your strengths, interests, abilities, talents and learning needs

Develop a growth mindset and be motivated to keep learning

Have more opportunities to interact with friends of different strengths and interests

Have more options for post-sec pathways, while ensuring you are prepared well for your chosen pathway



# FULL SUBJECT-BASED BANDING (FULL SBB)

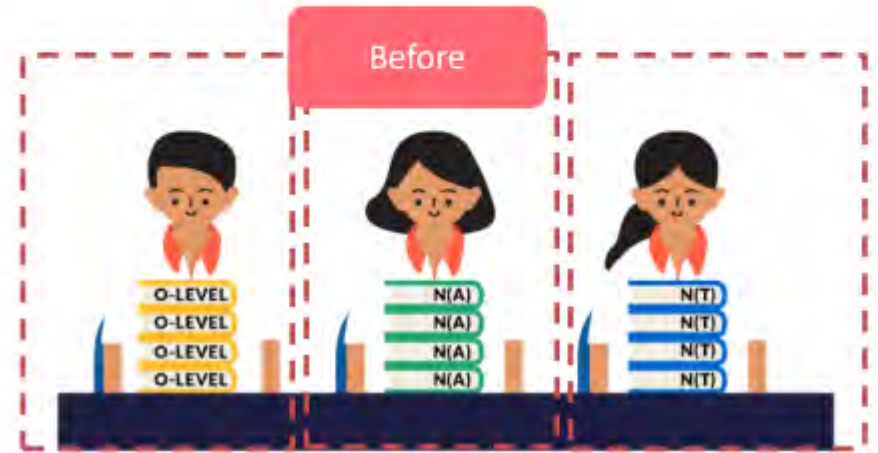
## Secondary school experience under Full SBB

- Mixed form classes and common curriculum subjects at Lower Secondary.
- Subjects to be offered at G1, G2 or G3, mapped from the standards of the N(T), N(A) and Express subject levels respectively.
- Greater flexibility to customise students' learning by offering subjects at various subject levels.
- Shift away from stream-based subject offerings.

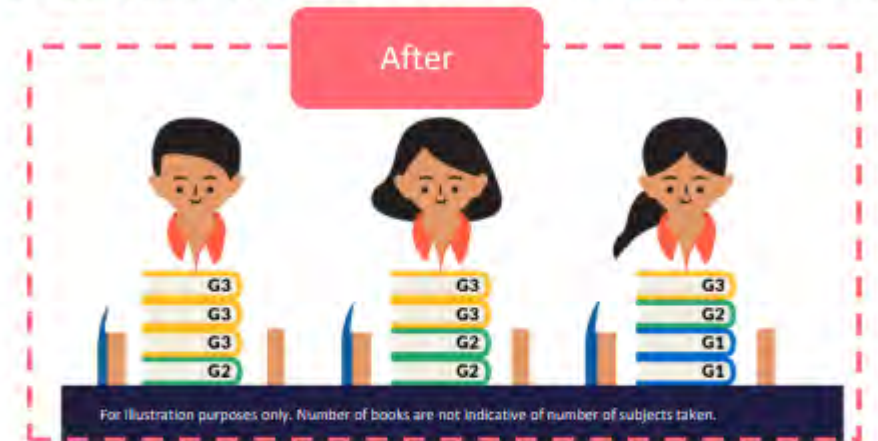


# One Secondary Education, Many Subject Bands

- With Full SBB, students can take subjects at different levels, unlike before where most take subjects at the level of their stream.
- Achieve greater customisation of learning by giving students more ownership of their education and catering to their strengths



Students in different streams would be in different classes

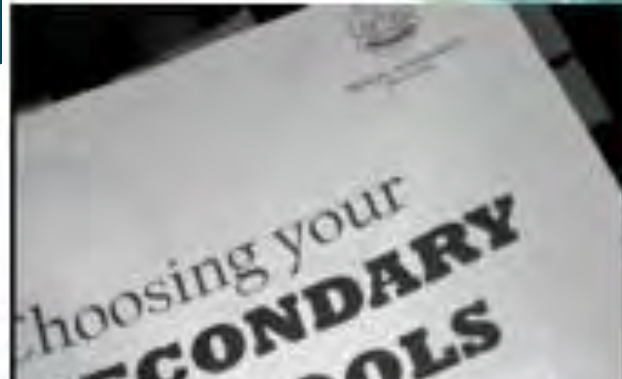


Students in the same class can take subjects at different levels



# Secondary One Booklet

Only online/softcopies available



## Online access:

- Via Schoolfinder
- Updated version only available in Sem 2 (July onwards)
- School will PG to parents nearer to the date .
- Can have a look by accessing the link below to see what's there based on 2025 info.

<https://www.moe.gov.sg/schoolfinder/Secondary%20school>



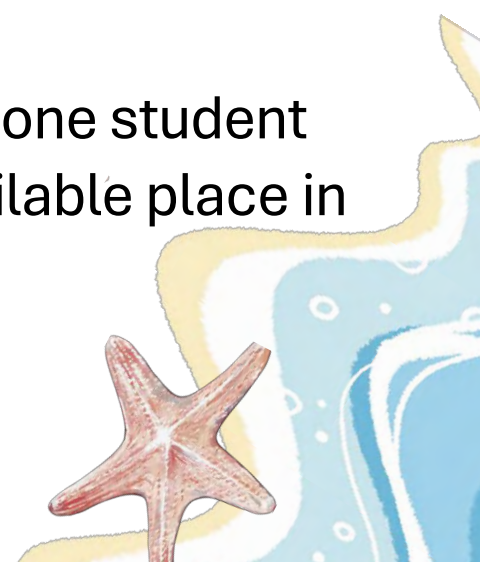
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- Posting to secondary school will still be based on your child's PSLE score. Your child can submit up to 6 different school choices, in order of preference.
- Tie-breakers are used only if there is more than one student with the same PSLE score vying for the last available place in a school.



- ❑ With the new PSLE scoring system, more students will have the same PSLE score, and schools will be less differentiated based on cut-off points.
- ❑ Choice order will be introduced as a tie-breaker to recognise the different considerations that families have in making school choices.
- ❑ **S1 Posting Tie-Breakers (in order of priority)**
  1. Citizenship (priority given to Singapore Citizens, followed by Permanent Residents and International Students)
  2. Choice order of schools
  3. Computerised balloting



# Taking subjects at a more demanding level under Subject-Based Banding in Sec school....

- ❖ All sec schools will be on Full SBB. Check with FTs if you want to know more..
- ❖ Students in the G3 course will take all subjects at the Express level, regardless of their individual subject AL scores at the PSLE.
- ❖ G2 (equivalent to NA) / G1 (equivalent to NT) students can continue to take subjects at a more demanding level at Secondary 1, based on their AL scores for individual subjects rather than the overall PSLE Score.
- ❖ G2/G1 students will be eligible to take English Language, Mathematics, Science and/or Mother Tongue Language at the Express level, if they score AL 5 or better in a Standard level subject at the PSLE.

# Taking subjects at a more demanding level under Subject-Based Banding in Sec school....

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- ❖ G2 (equivalent to Secondary 1), rather than the
- ❖ G2/G1 students will take Mathematics, Express level, subject at the

## WHAT ARE PSLE SCORE RANGES?

Use the PSLE Score ranges as a guide to explore school choices via [SchoolFinder](#)

### Example

XX Secondary School  
PSLE Score range of YYYY

|                 |    |    |
|-----------------|----|----|
| Posting Group 3 | 15 | 20 |
| Posting Group 2 | 21 | 24 |
| Posting Group 1 | 25 | 28 |

PSLE Score of the **first** student posted into the school in the respective posting groups in the previous year

PSLE Score of the **last** student posted into the school in the respective posting groups in the previous year – this is the school's **Cut-Off Point (COP)**

- The PSLE Score range refers to the PSLE Score of the first and last student admitted to a school in the previous year via the S1 Posting Exercise.
- Therefore, a school's PSLE Score range may change from year to year.
- More importantly, consider schools that will fit your strengths, interests, abilities, talents and learning needs, and are not too far for you to travel daily.

*Note: Posting Groups will be assigned based on PSLE Scores, mapped from existing PSLE Score ranges for Express, N(A) and N(T) streams.*





## Posting to Secondary School

Find out how to choose and apply to a suitable secondary school under the new PSLE scoring and S1 posting systems.

[www.moe.gov.sg](http://www.moe.gov.sg)

<https://www.moe.gov.sg/microsites/psle-fsbb/posting-to-secondary-school/main.html>

08:01



## Changes to Secondary 1 (S1) Posting in 2021

Choice order will be introduced as a new tie-breaker to recognise the different considerations that families have in making school choices.



## Guidelines on choosing secondary schools

There are many factors to consider when choosing a suitable secondary school for your child. Find out how you and your child can choose a school that will best suit your child's strengths and interests.



## FAQs

Read this list of commonly asked questions and answers on the new S1 Posting changes and Indicative AL COPs.



# Date for 2026 Preliminary Exam

| Preliminary Examination      | Dates             |
|------------------------------|-------------------|
| Oral Examination<br>EL & MTL | 21 & 22 July 2026 |
| Listening<br>Comprehension   | 04 Aug 2026       |
| Written Examination          | 18 – 22 Aug 2026  |



# PSLE Important Dates

| Subjects                                   | Dates of Examination     |
|--|--------------------------|
| English Language & Mother Tongue Oral Exam | Wed 12 & Thu 13 Aug 2026 |
| Listening Comprehension Exam (EL & MTL)    | Tue 15 Sep 2026          |
| English Language (Written Paper)           | Thu 24 Sep 2026          |
| Mathematics (Written Paper)                | Fri 25 Sept 2026         |
| Mother Tongue Languages (Written Paper)    | Mon 28 Sep 2026          |
| Science (Written Paper)                    | Tue 29 Sep 2026          |
| Higher Mother Tongue (Written Paper)       | Wed 30 Sep 2026          |



**Count down to PSLE from now = < 7 months...**

# 2026 Support Structures at P6

- P6 CARE: (Wed & Thu)
- Timed-practice as part of exam skill conditioning
- P6 Motivational Day Camp (Fri 26 Jun)
- Sep Classes (10 – 11 Sep)
- SEN Officer and Counsellors will give support where necessary



# Timeline (tentative)

23 Nov-25 Nov  
(tentative)

Early Oct

Updated School  
Finder Website

A sample of the PSLE Pupils' Options Form for Secondary Schools. The form is titled 'PSLE Pupils' Options Form for Secondary Schools' and contains various sections for students to fill out, including personal details, school preferences, and a section for the school to fill out. The form is divided into several parts, with checkboxes and text boxes for students to indicate their preferences and choices.

**Registration  
@  
Sec Schools**

OCT

NOV

DEC

PSLE Results

Posting Results

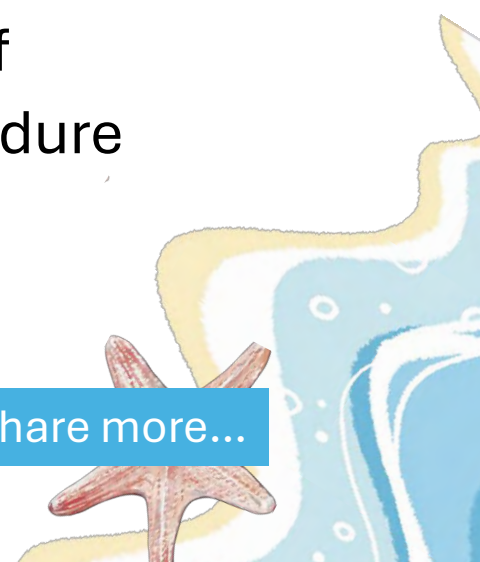
week before  
Christmas



# DSA (Direct School Admission) Intro

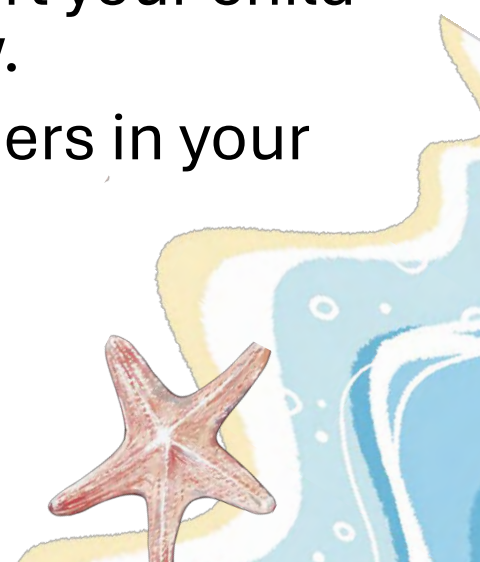
- ❑ It is a means to promote **holistic education** by giving the participating schools greater flexibility in selecting students via their own **selection criteria** which can include diverse **academic** and **non-academic** achievements and talents.
- ❑ Own criteria by schools—contact schools or visit their websites
- ❑ Refer to MOE website for actual dates, list of participating schools and application procedure

<https://www.moe.gov.sg/secondary/dsa/>



# Message from the P6 teachers

- Be updated – check and read PG carefully
- Ensure your child turns up for school regularly- his/her attendance is important [so that teachers can help them in their learning and prep for PSLE]
- Support your child emotionally and mentally – some are already very stressed out. Look into their well being- some classes are very stressed.
- Pace out tuition/ assessment books . They need to do their homework first so that teachers support your child in terms of what he /she know and not know.
- We are here to help your child. We are partners in your child's education.



**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**’ – <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

<sup>1</sup>UNICEF (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.<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/stories/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 friendliest bots AI companions and children*, <https://www.unicef.org/innocenti/stories/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 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

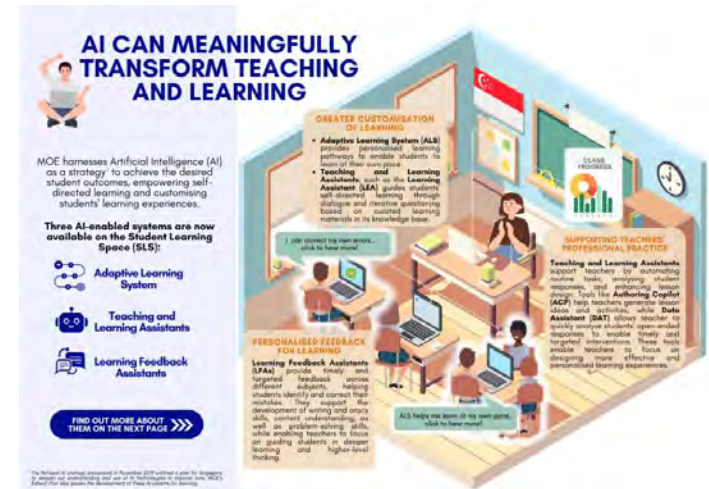
# Students will use GenAI to learn in an age-appropriate manner



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.

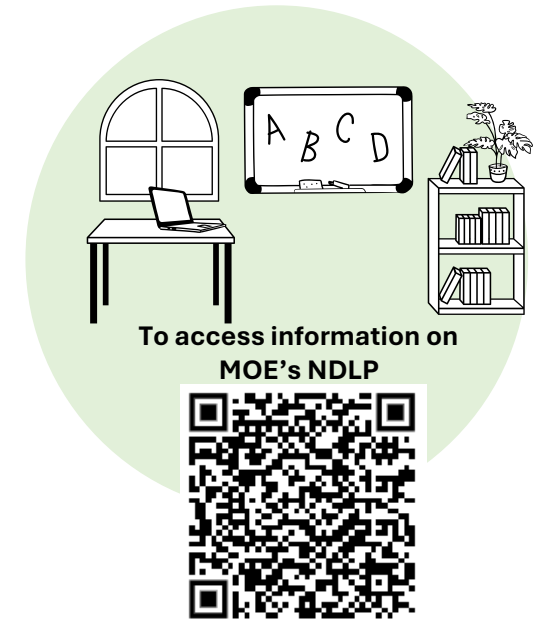
Three AI-enabled systems in the Singapore Student Learning Space (SLS):





# 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

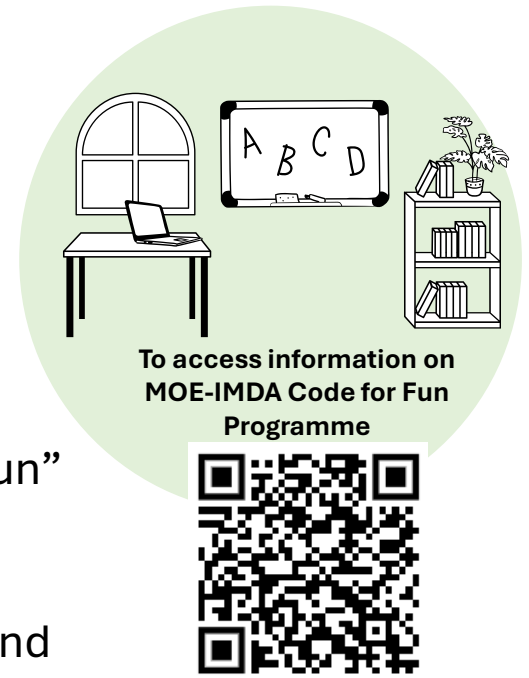


Upper primary students will learn about the risk of misinformation from AI output, that AI output may contain false information, and how some AI features (e.g. those in SLS) can support learning in a safe digital environment



# ‘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



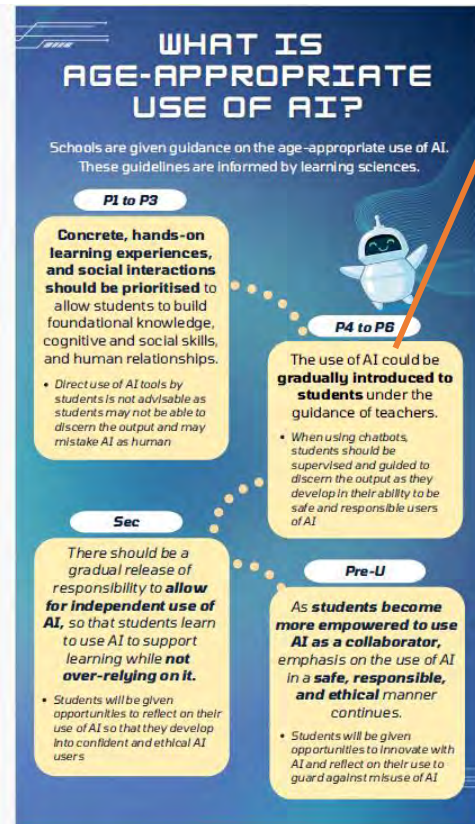
# Primary 4 to 6

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:



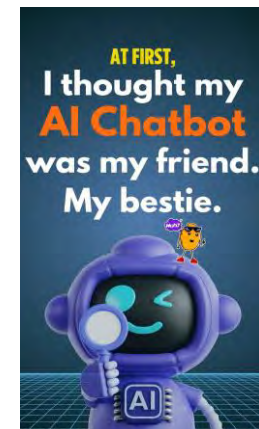
### Using GenAI tools for Learning: A Parent's Guide

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**.

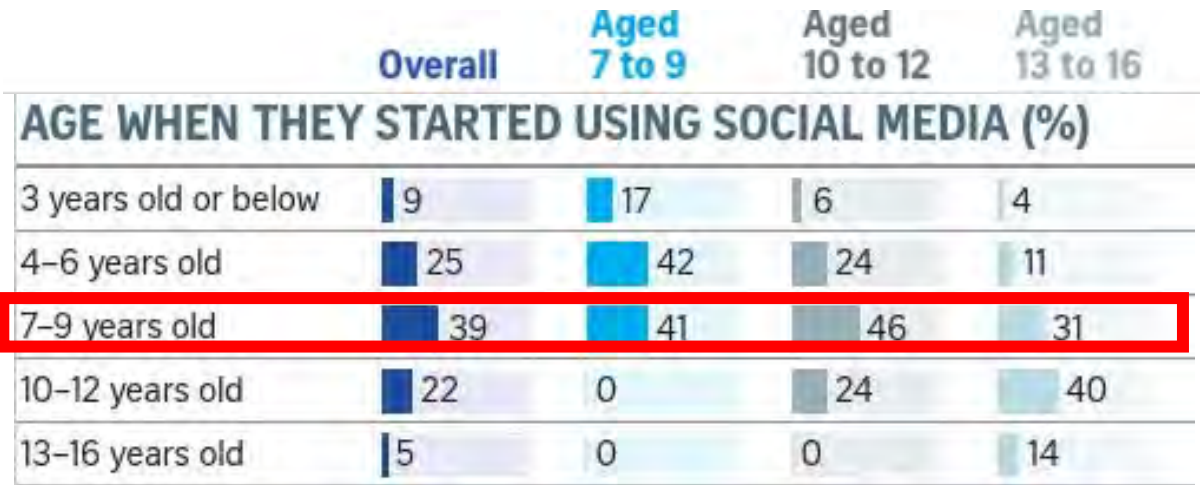
However, research has shown that both **screen time** and **type of screen use** (educational vs recreational) can impact our **children's well-being**.

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

## What does this mean?

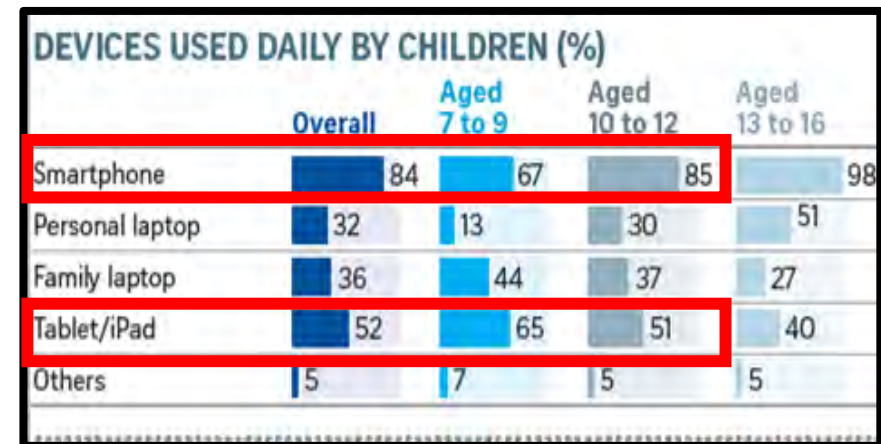
We need to help our children achieve **balanced and purposeful** screen use.

#  
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**.

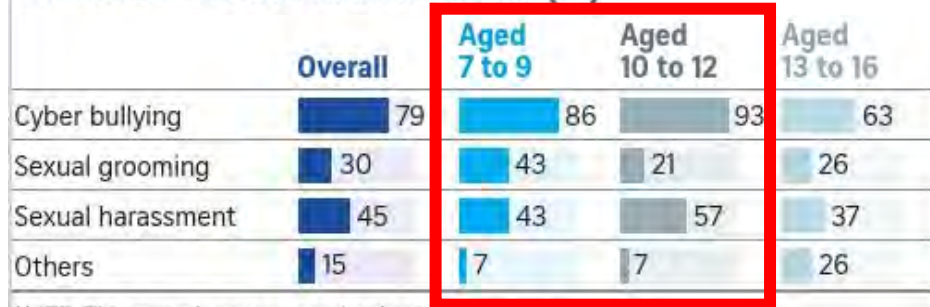
## What does this mean?

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)

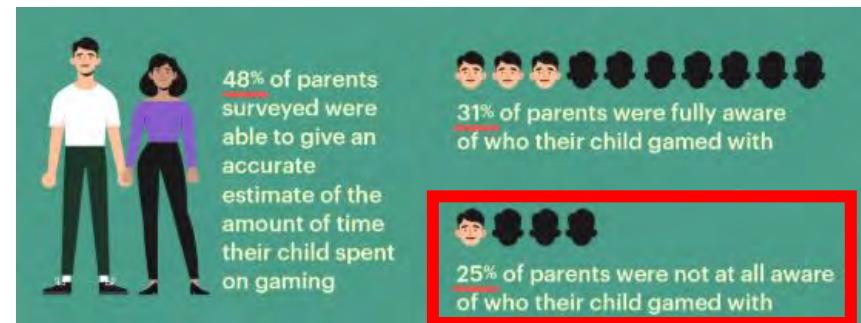
### Parents might not be aware, but...

**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

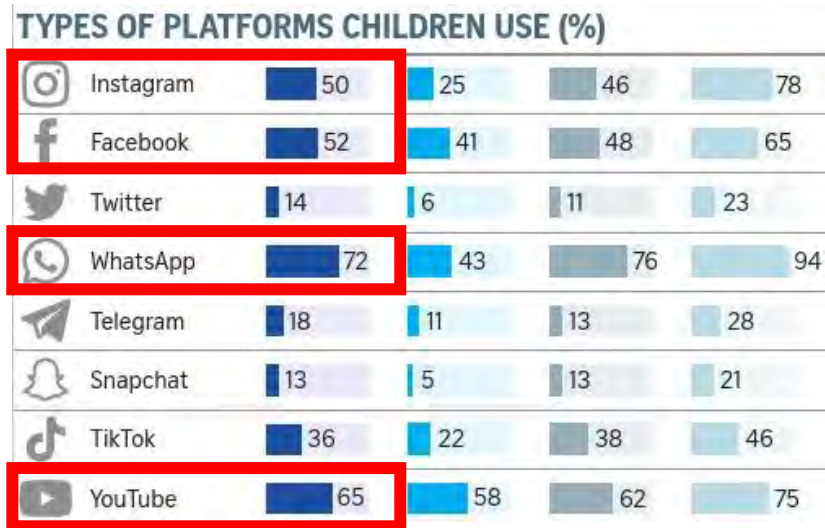
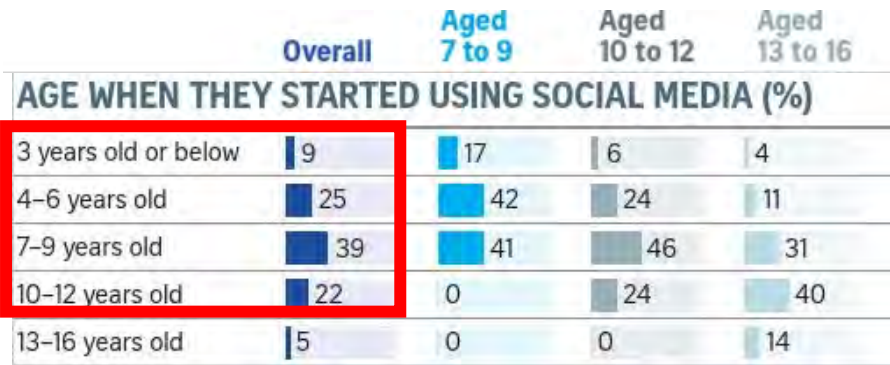
But the **majority of our children** have access to social media **before the recommended ages**.

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>

# 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 5 and 6

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

## Be a positive peer influence online and manage digital footprints

- Speak up and stand for what is right regardless of peer pressure
- Seeking help from trusted adults/sources when needed
- Awareness of permanence of online data and review privacy settings

## Importance of cybersecurity

- Protect oneself from phishing, spam, scams and hacking

## How to verify online falsehoods

- Use S.U.R.E.\* to verify information online

## Staying Safe from Pornography

- Understand the impact of pornography on themselves and others
- Reject pornographic content using the 'Stop-Think-Do' strategy.
- Know that keeping, selling, sharing or forwarding pornographic materials is an offence

*S.U.R.E. stands for **S**ource, **U**nderstand, **R**esearch, **E**valuate.  
It is part of National Library Board's Information Literacy Programme.*



Encourage our children to share their experiences as they navigate friendships.



# School Programmes and Initiatives

- **PGVP Cyber Wellness programmes/initiatives includee.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?**





### **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** 

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**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



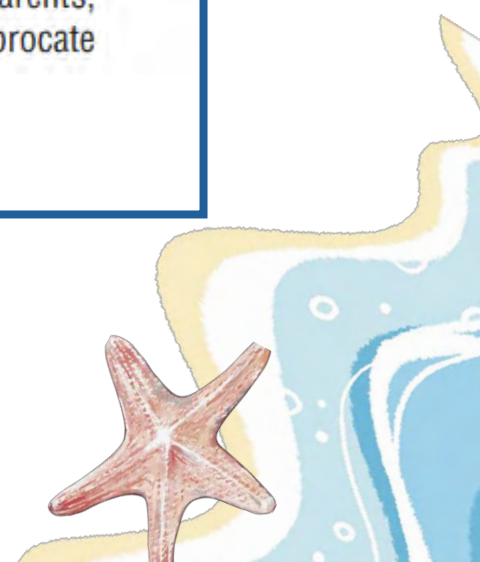
- ✓ **Limit screen use to less than 2 hours a day, unless related to schoolwork.** Moderate the time spent on passive recreational screen use, if necessary.
- ✓ **Develop a collaborative screen use plan or timetable** for the family to help achieve an appropriate balance between screen use and other 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.

7.3 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](#)! *Send this link via PG to your parents too for their easy access.*

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

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



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



# 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.

**4**



# 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

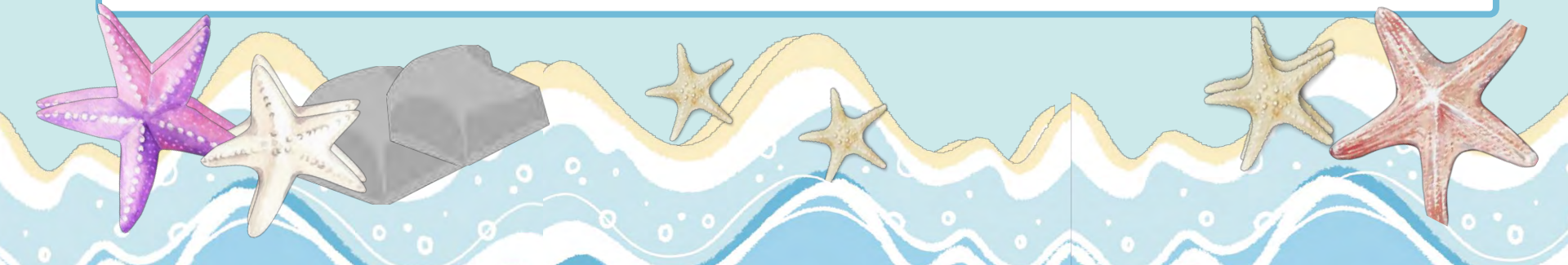


# **Resources** on providing a  
6 safe space for conversation  
are available at the end of  
the presentation.



# EVERY CHILD MATTERS TO US

*Everyone Makes a Difference*





**THANK YOU**

*Grow & Glow*

Confident Learners • Active Citizens • Touching Lives • Inspiring Future

