



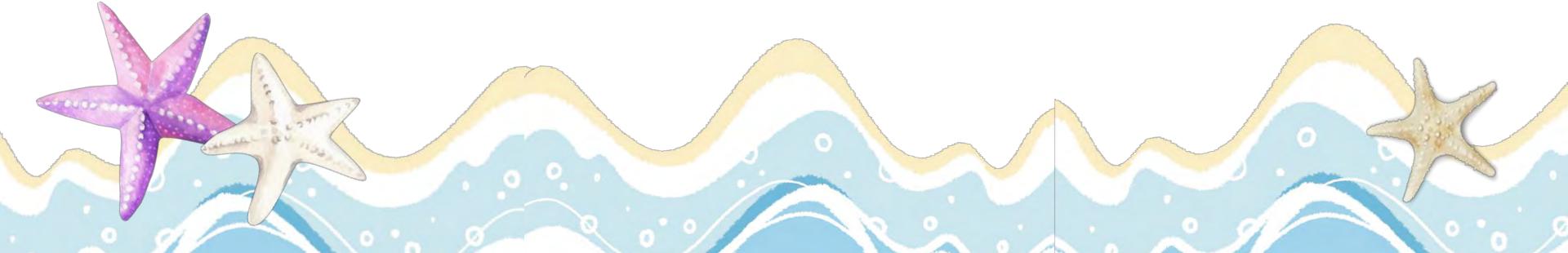
Grow & Glow

Confident Learners • Active Citizens • Touching Lives • Inspiring Future

Welcome to PGVP

Briefing for Primary 3 Parents

Friday 20 February 2026





Parents as co-partners of education



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School - Home Partnership (SHP)



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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



MOE.gov.sg

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**.

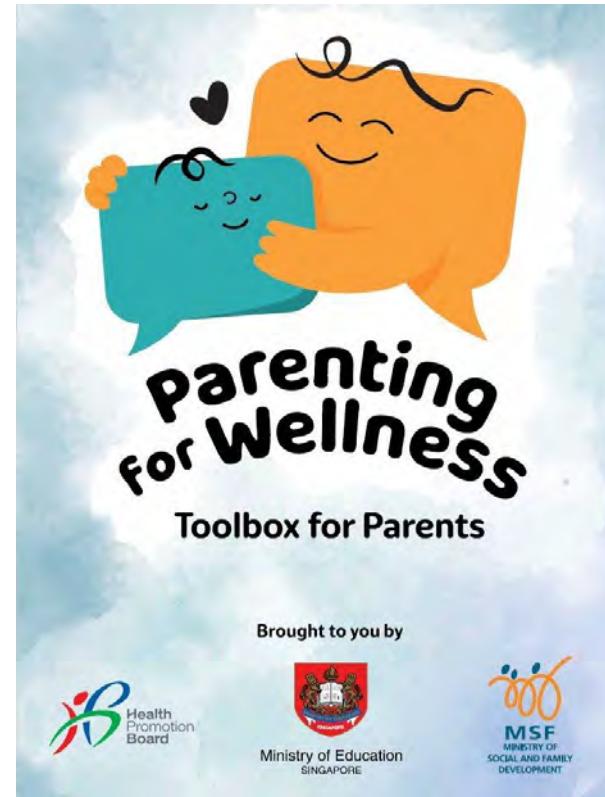


<https://go.gov.sg/pfw-toolbox-for-parents>



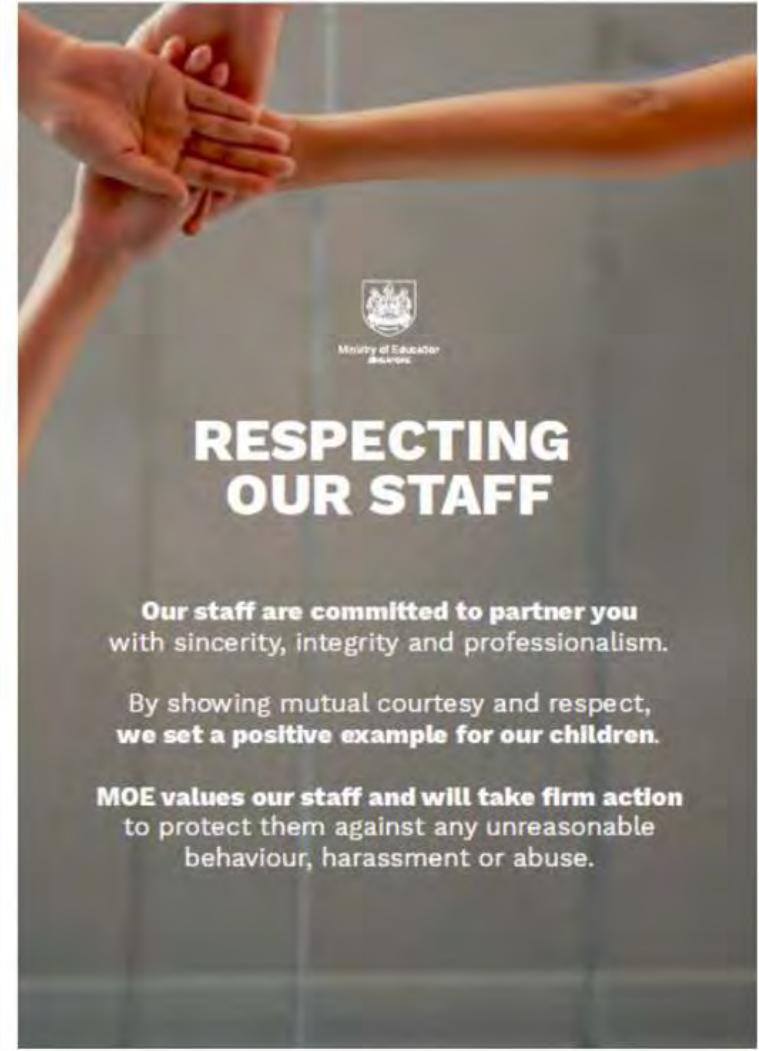
<https://go.gov.sg/hpbpfw>

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.





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

so that your child will glow to become

**A Confident Learner and
An Active Citizen**



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PUNGGOL VIEW PRIMARY SCHOOL
STRATEGIC MAP



Our Philosophy

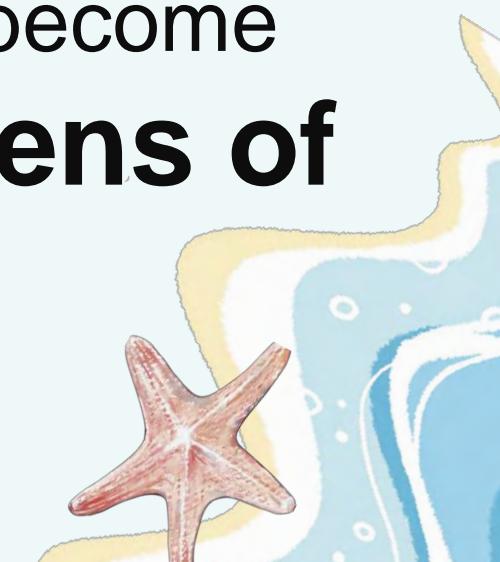
Values-based, Holistic Education

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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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 P3?

Transition from P2 to P3.

- P3 Foundation Stage: Moving from Lower Primary to Mid Primary



What's in store for your child at P3?

Transition from P2 to P3.

- First time studying a new subject : SCIENCE
- Involvement in CCA – P3 CCA Open House [14 Apr & 21 Apr]; CCA starts in Sem 2
- Unlike P1/P2 – Your child will experience formal exams. There are WAs in Term 2 & 3 and EoY exams (Refer to pp 33-34 of Student Handbook).
- With the removal of SA1, teachers continue to track the learning progress of students through FA strategies which will also provide rich feedback to students to better scaffold their learning. The Assessment for Learning is embedded into the daily lessons.



Assessment Matter: Adjustment to School-Based Assessment structures- Removal of SA1 all levels

Purpose and intent of removing SA1 and replacing it with WA

- Have more time and space to deepen learning, especially in the transition years (i.e. P3, P5).
- To provide adequate runway for students to learn while adjusting to their new subject content and expectations.
- Better enjoy the process of learning and develop dispositions for lifelong learning.



Weighted Assessment (WA)

Features:

1. WA is not a common test.
2. To be conducted during lesson time (with the exception of EL/MTL Oral- after school).
3. 1 WA per subject per semester.
4. WA provides info on students' mastery of knowledge and skills through the assignment of grades- can be topical test/alternative modes of assessments.
5. Marks/Grades given serve as checkpoints for students/teachers/parents to gauge the extent students have learnt and how to close the learning gaps. **Focus is the child's learning and Not the marks.**



Assessment Weighting for P3

FOR PRIMARY 3

- Taking into consideration that P3 is a transition year, there is a need to provide an adequate runway for students to learn while adjusting to their new subjects, content and expectations. Hence, the P3 Semestral Assessments will be removed.
- With the removal of SA1, teachers will be encouraged to use a range of formative assessment strategies which will also provide richer feedback to students to better scaffold their learning. This assessment for learning is embedded into the daily lessons.
- To better calibrate students' assessment load in a year, the school will conduct 1 Weighted Assessment (WA) per subject per semester. WA provides information on students' mastery of knowledge and skills through the assignment of grades. The WA activity could be in the form of topical tests or alternative modes of assessment.

From Student Handbook p.33

Assessment Weighting

P3	T2 (WA)	T3 (WA)	EoYE
	15%	15%	70%

Primary 3	Term 1	Term 2	Term 3	Term 4
	Non-weighted assessment	15% Weighted assessment	15% Weighted assessment	70% End-of-Year Exams

Grading for P3 is different

	Starting Out	Grading for P1 and P2
	Getting There	
	Got it	
	Achieved Mastery	Instead of attainment on each Learning Outcome, you have marks.

Grading for P3 and P4

Achievement Band	Mark Range	Brief Description
1	85 and above	Refer to pp 33-34 on Assessment Grading of other levels
2	70 – 84	
3	50 -69	
4	49 and below	Importance of going through the Student Handbook/PGVP Quarterly- impt info is available there.

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



CCA @ PGVP

- **Intent:** To spark passion and interests, and develop knowledge and skills in areas beyond the academic & non academic curriculum.
- Natural platform for students to form their character by learning and practicing the school's values and developing Social Emotional Competencies e.g. manage one's feelings and working well with others.
[In P1/P2 – PAL to achieve this purpose]
- **3 Areas:**
 1. Sports/Fitness – Badminton/Floorball/Rugby/Wushu
 2. Visual & Performing Arts: The Children's Choir/Contemporary Dance/Speech & Drama/Malay Dance/Young Artists Club
 3. Clubs & Societies: IT Club/Scouts/WITs/Media Club/Service and Interact Club (sustainability)



CCA @ PGVP

- ❑ P3 level and above are encouraged to take up a CCA. Students to remain in their CCA to ensure deeper skill development and continuity.
- ❑ CCA Days - Mon, Tue and Thu [one of the days depending on the CCA]

Note:

- 1. CCA Open House - 14 & 21 April [2.15 – 4.15pm]**
- 2. Selection of CCA starts after that (5 choices)**
- 3. P3 CCA will start in Term 3.**
- 4. Refer to pp 21 - 22 of Student Handbook**



Class allocation

Our class allocation guidelines are aligned to MOE's adjustments to school-based assessment structures. Fundamentally, our class allocation guidelines aims to:

- strengthen holistic development, self-discovery and engaged learning;
- better customise our teaching to a 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 and reduce the perceived stakes of examination; and
- preserve class identity during progression by not regrouping the students at the end of each level.

Students are then allocated to their classes within the broad group factoring in gender and ethnic grouping mix.	
P3 to P4	En-bloc promotion with minimal movement.
P4 to P5	<p>Class allocation is based on English results as well as choices made in the (SBB) Exercise. Students are distributed into three broad groups.</p> <p>Based on the above, students are then allocated to their classes within the broad group factoring in gender and ethnic grouping mix.</p>
P5 to P6	En-bloc promotion with minimal movement.

Promotion to P4

- En-bloc promotion with **adjustments to be made** whenever necessary when regrouping students

Gifted Education Programme (MOE)

THE STRAITSTIMES

The Gifted Education Programme, 40 years on: A look back at its history

The Gifted Education Programme, 40 years on: A look back at its history

From 2027, the Gifted Education Programme (GEP) in its current form will be discontinued. More details on the refreshed approach to supporting higher-ability learners (HALs) at primary level will be shared at a later date.

In its updated approach, [all primary schools will identify their own high-ability pupils and run programmes for them](#), Prime Minister Lawrence Wong announced in his first National Day Rally speech on Aug 18.



on
ool pupils which has
of elitism.



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Offering of Higher MTL at P3

- It is designed to enthuse P3 and P4 students who demonstrate the ability and interest to develop higher levels of MTL language proficiency and cultural knowledge.
- Students offering HMTL at P3 and P4 should be proficient in their oracy skills and demonstrate strong foundation for literary skills.



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.

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

J- Joy Of Learning

R- Resilience

O- Open Mindedness

C- Curiosity

C - Collaboration



4 levels Qualitative Descriptors

Level 1	Starting Out	Beginning to demonstrate positive learning dispositions
Level 2	Getting There	Demonstrates positive learning dispositions some of the time
Level 3	Got it	Demonstrates positive learning dispositions most of the time
Level 4	Achieved Mastery	Demonstrates positive learning dispositions all 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 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 open-minded 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

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:

**Self-Directed and
Independent
Learners**

**Passionate and
Intrinsically
Motivated Learners**

Blended Learning @ PGVP (e-learning)

- 2026 - to continue with the BL efforts for P2-P5 [e-learning] Evolving Future
 - What do we want our learners to be like in 2026?
 - Blend reform
 - 1. education has changed
 - 2. to be a good citizen
- Key focus areas:
- 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**



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.commonsensemedia.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

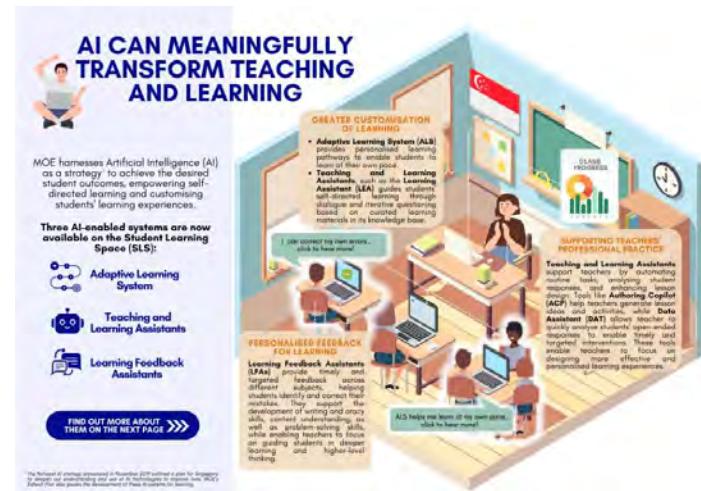
Students will use GenAI to learn in an age-appropriate manner

1. AI use for teaching and learning must be **age- and developmentally-appropriate**.
 - **Pri 1 to 3 students** will mainly engage in hands-on experiences, with little or no direct use of AI tools.
 - **Pri 4 to 6 students** will use AI tools occasionally with teacher supervision in class to support their learning.
2. There are safe and pedagogically sound AI tools available in the Singapore Student Learning Space (SLS). Students will use these tools when their teachers incorporate these tools within the assigned SLS modules.



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

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



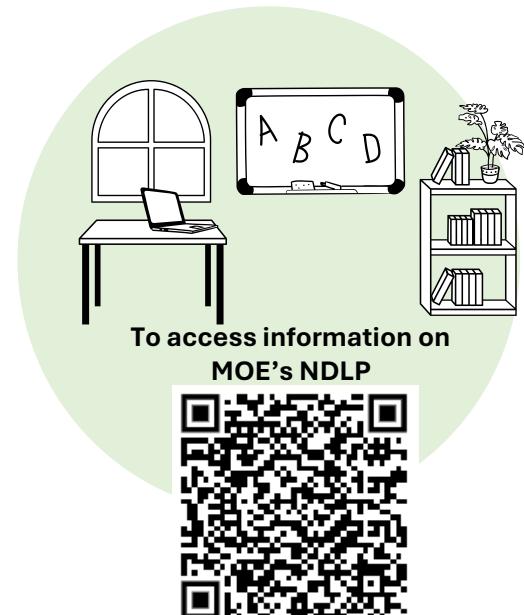
Students will develop AI literacy throughout primary school

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

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

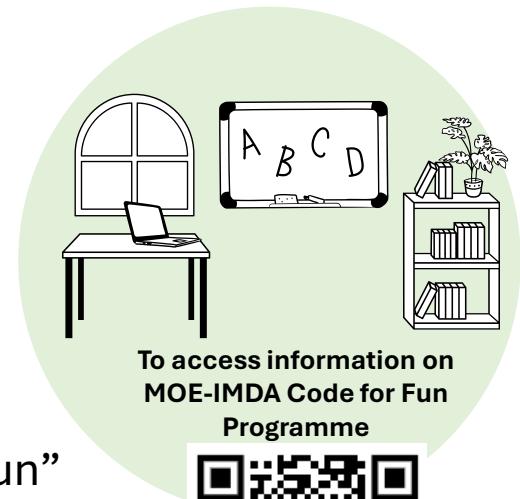


Upper primary students will learn about the risk of misinformation from AI output, that AI output may contain false information, and how some AI features (e.g. those in SLS) can support learning in a safe digital environment



‘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 1 to 3

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 lower primary students.*
- ***The use of AI is not encouraged and that it is important for students to learn fundamental knowledge and skills for independent mastery through hands-on experiences.***
- *School will take reference from MOE on AI age-guidance.*

Primary 1 to 3

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

Age-appropriate guidance on AI use

WHAT IS AGE-APPROPRIATE USE OF AI?

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

P1 to P3

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

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

P4 to P6

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

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

Sec

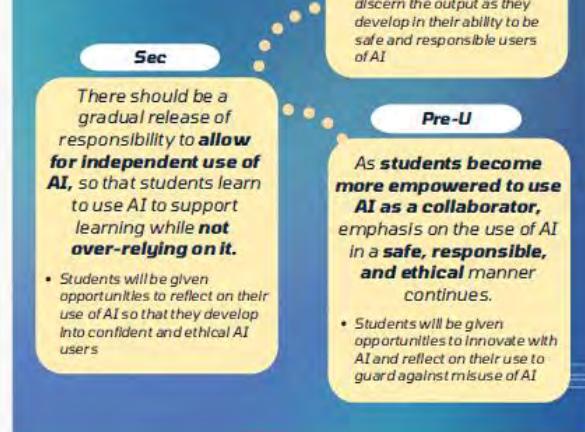
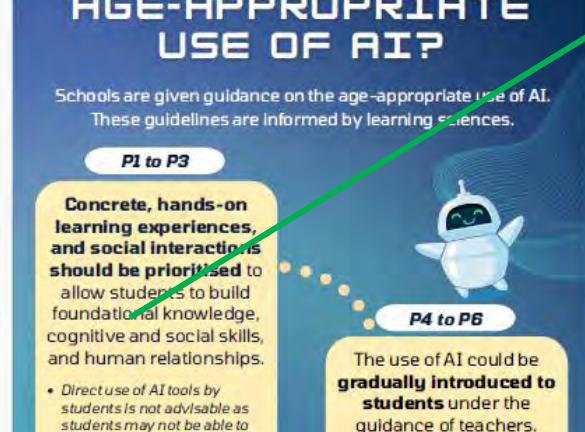
There should be a gradual release of responsibility to **allow for independent use of AI**, so that students learn to use AI to support learning while **not over-relying on it**.

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

Pre-U

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

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



P1 to P3

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

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

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.

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**.

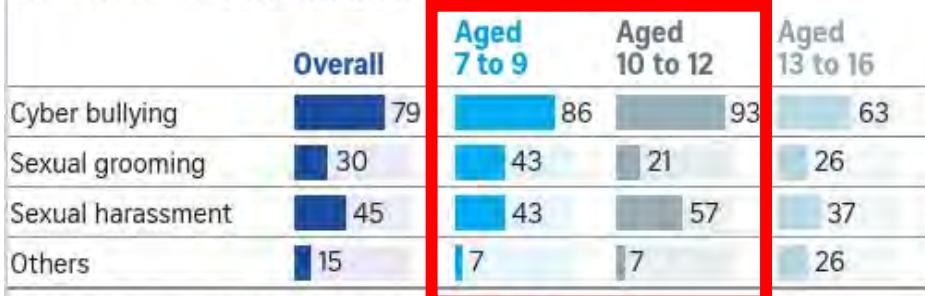
What does this mean?

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.

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

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

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)

CURRENT REALITY

Types and frequency of harmful content our children are exposed to

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



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.

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

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 3 and 4

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

Balanced use of digital devices

- Time management and spending time on screen-free activities

Netiquette

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

Stand up against cyber bullying

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

How to stay safe online

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

My Healthy Screen Time Pledge

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

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

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

REMINDER TO SELF!

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

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

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/resource-s-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



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

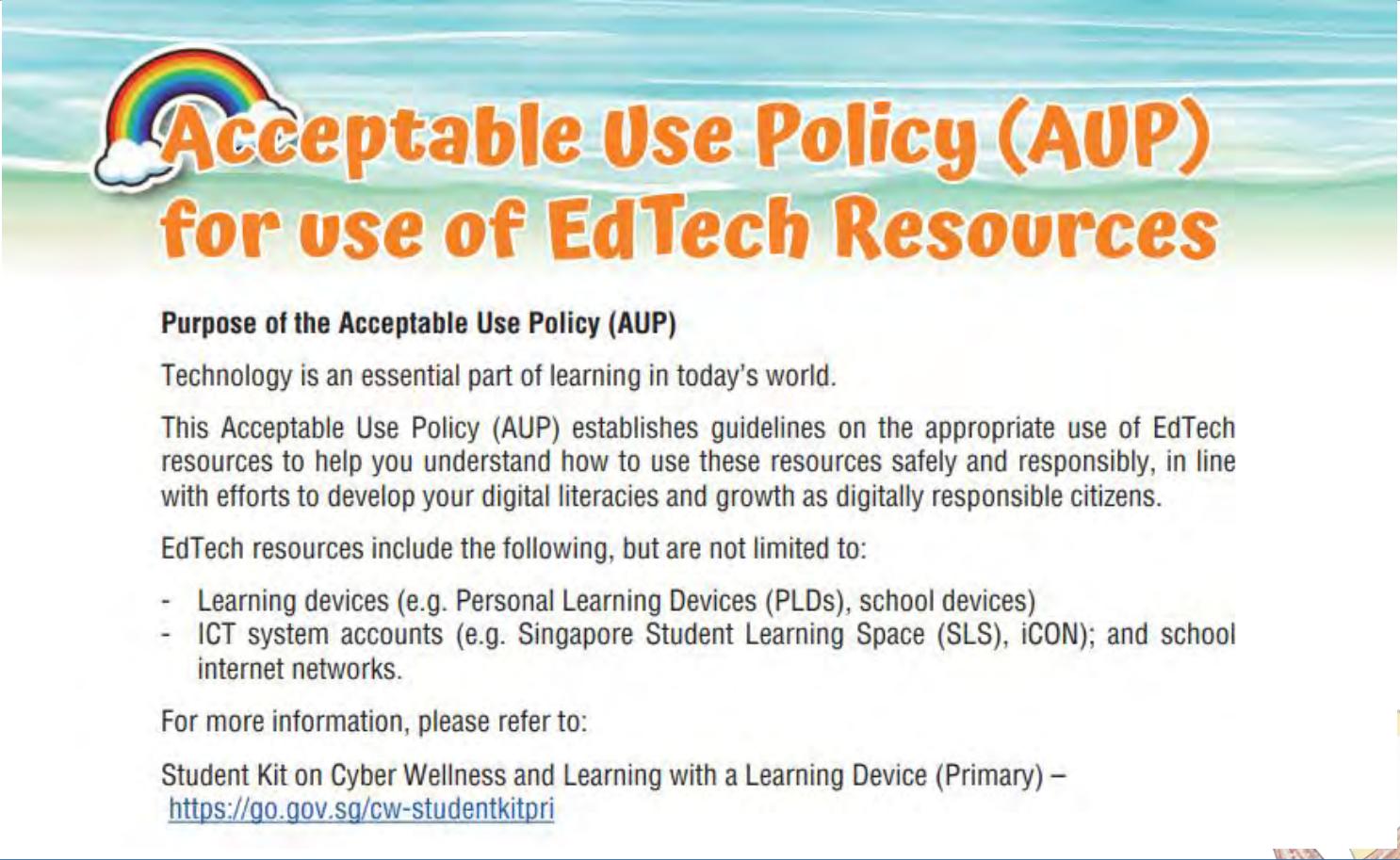
ONLINE BEHAVIOUR (from the Student Handbook, p 41)

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!

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.

Scan here to access the PfW Toolbox for Parents:



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.



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

64

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'.



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

Understanding Mental Health and Well-Being

Mental health: Beyond what you might expect

Reflect on these: What do you understand by mental health?

1. What comes to mind when you hear the term 'mental health'?
2. Why do you think mental health is important?



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?

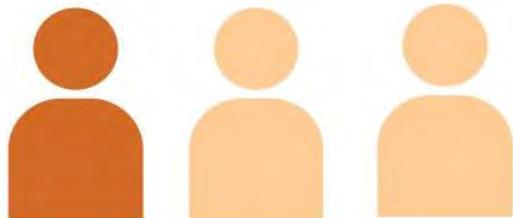
What does the data tell us?

Did you know?



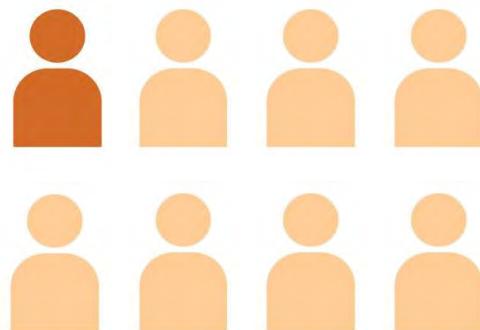
Singapore Youth Epidemiology and Resilience Study (2023)*

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



Weighted Assessments and Year-End Examinations

Supporting your child's first steps
into formal assessment.



What your child may be experiencing

Your child may be experiencing

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



Supporting your child

Tips on how you can support your child

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

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

We Change as We Grow ② Date: _____

How I Can Support My Friend

CHEER

- Calm them down**
 - Give your friend time to cool down.
 - Ask your friend to take deep and slow breaths to calm his/her feelings.
- Hear them out**
 - Listen attentively to your friend's words and feelings.
 - Keep an open mind and do not judge.
 - Do not interrupt.
- Empathise with them**
 - Show interest.
 - Check if you had understood your friend's issue and feelings correctly.
- Encourage seeking help**
 - Encourage your friend to tell a trusted adult such as a parent, teacher or school counsellor.
- Refer to a trusted adult**
 - Tell a teacher if you are worried your friend is in danger or may hurt himself/herself or others.

Taken from P4 CCE Journal P.7



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

Extending CCE beyond school

Explore the Mental Well-being messages with your child

Every child will have a **CCE (FTGP) Journal**.

We encourage parents to participate in the “**Family Time**” activities inside the journal with your child to reinforce their learning.

An example of a Family Time Activity taken from the P2 CCE Journal (P.12)



Family Activities Do we match?

- 1 Share with your parent/guardian about times when you felt anxious. Invite him/her to share his/her experiences too.

Have you and your parent/guardian experienced anxiety in any of the following situations?	Put a tick (✓) in the relevant boxes.	
	You	Your Parent/Guardian
We did something for the first time e.g. performed on stage.		
We took a test or examination.		
We went for an injection.		
Any other situation: _____		

- 2 Choose one situation when both of you experienced anxiety. Find out if both of you felt and reacted in the same way. Tick (✓) the relevant boxes.

We felt the same way in our bodies e.g. our hearts beat faster.	
We reacted in the same way e.g. we kept away from others.	

We did this together!

Parent's / Guardian's signature

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.

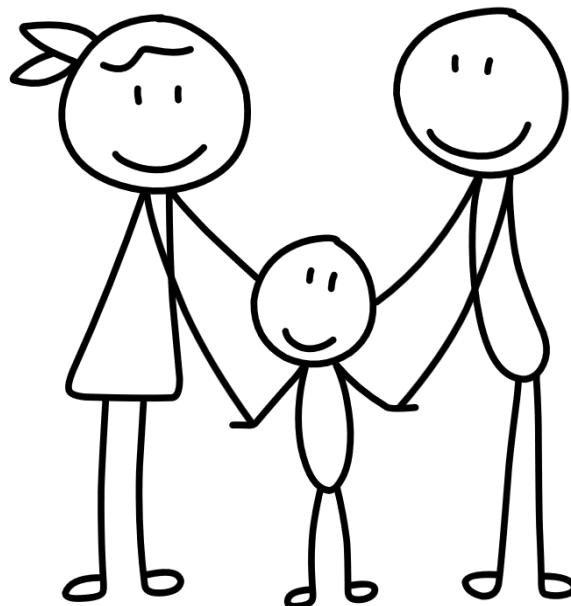


The Crucial Role of Parents

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:



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.

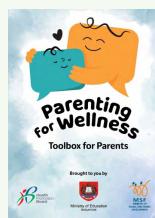
An illustration of three children. Two boys are sitting on a red bench, one looking down and the other looking towards the right. A girl is lying on a blue mat on the right, also looking towards the right. The background is a light blue.

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.



<https://gs.gov.sg/pfcheer>

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.



Source: Parenting For Wellness Toolkit

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

Parents as co-partners in education



Confident Learners • Active Citizens • Touching Lives • Inspiring Future



Our Philosophy

Values-based, Holistic Education

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

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



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 impt
- 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)

Message for P3 parents . . .

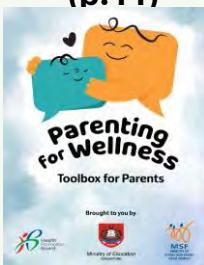
How can you help?

- Creating a conducive Environment for learning**
- Support and Encourage**
- 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)



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**.

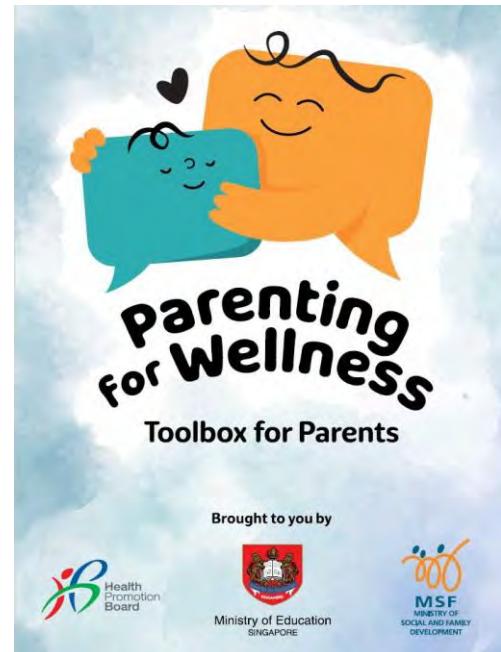


<https://go.gov.sg/pfw-toolbox-for-parents>



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

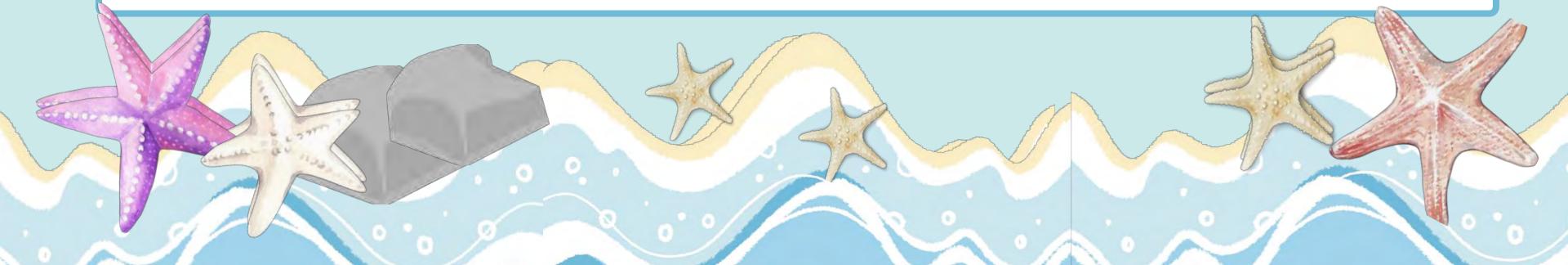
For personalised access to the full suite of parenting resources, check out the **Parenting for Wellness website** on Parent Hub (hosted by HPB)! Scan the QR code on the left to access the website.





EVERY CHILD MATTERS TO US

Everyone Makes a Difference





THANK YOU
Grow & Glow

Confident Learners • Active Citizens • Touching Lives • Inspiring Future

