Welcome to PGVP
Briefing for Primary 5 Parents

Friday 27 March 2026
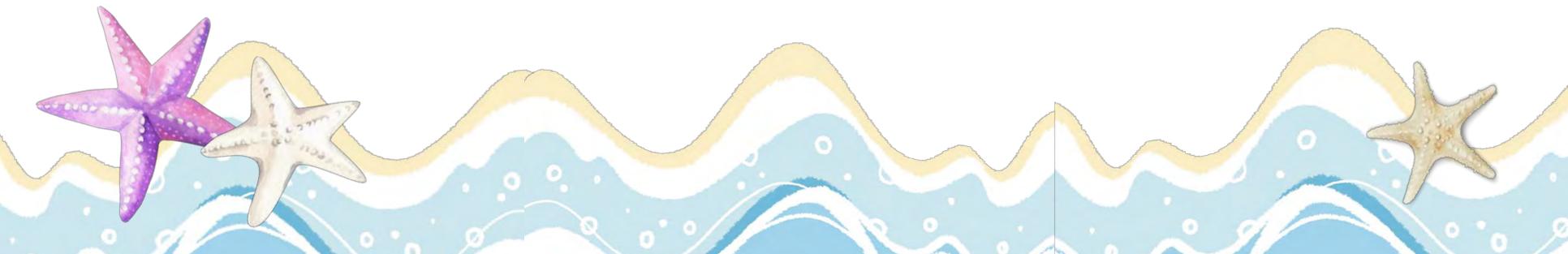
Parents as co-partners of education

Grow & Glow
Confident Learners • Active Citizens • Touching Lives • Inspiring Future

School - Home Partnership (SHP)

Supporting Your Child
Through School-Home Partnership (SHP)

3 areas where we can work together to foster SHP

1 **Respectful Communication**

2 **Role Models**

3 **Real Connections**

Respectful Communication

Open, respectful conversations between educators and parents deepen our understanding of each child, enable a coordinated & holistic support for the child and model healthy communication for our students.

Share observations about your child's emotional state, stress levels, and social interactions

Listen to and understand each other's perspectives and concerns regarding your child

Communicate kindly and respectfully with one another

Role Models

Model the skills and values our children need for life

Find joy in everyday experiences with our children

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

Model good values in words and actions

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

Real Connections

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

Teach children to recognise and communicate their emotions effectively

Build strong bonds through shared experiences and meaningful conversations

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

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

1 **Respectful Communication**

2 **Role Models**

3 **Real Connections**

Check Parenting for Wellness Toolbox for conversation starters to facilitate meaningful conversations, and practical strategies on parenting in a digital age.

https://file.go.gov.sg/pfw-toolbox-for-parents.pdf

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

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.

https://go.gov.sg/hpbpfw

parenting for Wellness

Toolbox for Parents

Brought to you by

Health Promotion Board

Ministry of Education SINGAPORE

MSF MINISTRY OF SOCIAL AND FAMILY DEVELOPMENT
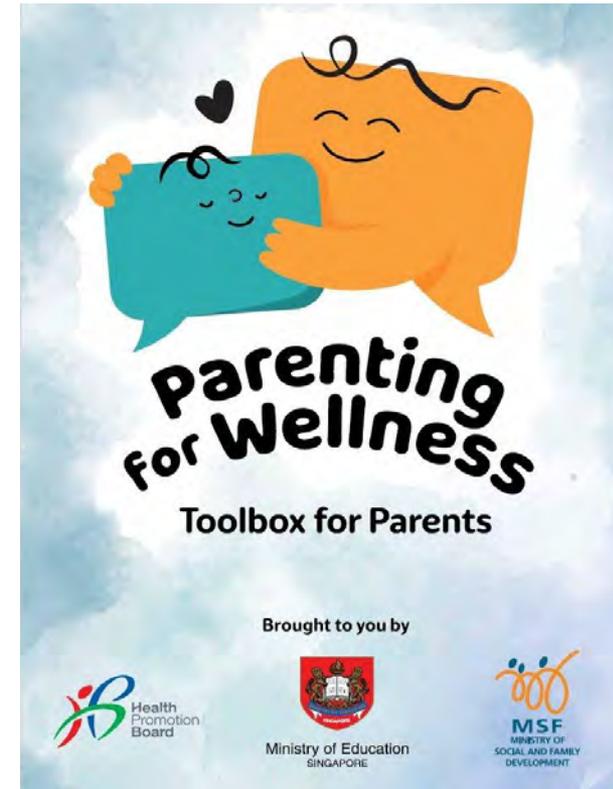
Engagement Charter

- 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.

RESPECTING OUR STAFF

Our staff are committed to partner you with sincerity, integrity and professionalism.

By showing mutual courtesy and respect, **we set a positive example for our children.**

MOE values our staff and will take firm action to protect them against any unreasonable behaviour, harassment or abuse.
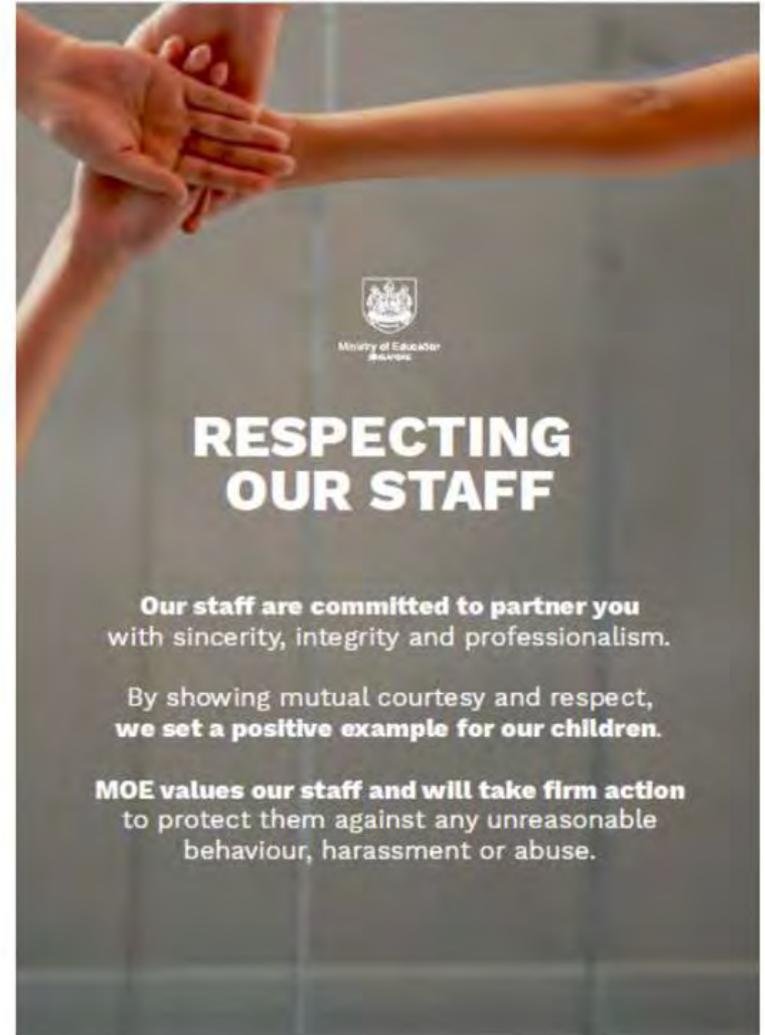
Partner Us ... to grow your child...

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

PUNGGOL VIEW PRIMARY SCHOOL
STRATEGIC MAP

FLOURISHING STARLITES IN A POSITIVE ENVIRONMENT

VISION
CONFIDENT LEARNERS
ACTIVE CITIZENS

Culture of Learning

MISSION
TOUCHING LIVES
INSPIRING FUTURE

Culture of Care

RESPONSIBILITY
RESILIENCE
RESPECT

INTEGRITY
CARE
HARMONY

Physical
Aesthetic
Moral
Emotional
Cognitive
Social

STARLITE OUTCOMES

**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 ....

Educational (& Career) Guidance

Talent Development

Pupil Leadership

Enhance Performance

Citizenship Development

Scientific Inquiry

Skills Development e.g. CCAs

Deepen Interest

Character Building

Literacy and Numeracy

Play as a learning experience

Build Self Esteem

Where are we going ...

Primary 5 & 6

Taking Flight

Primary 3 & 4

Building Stage

Primary 1 & 2

Exploring Stage

- Bring out the best in learners- tap on their talents
- Help pupils to go to the Sec school of their desire (Ace PSLE)

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Transition from P4 to P5

Foundation Stage P1 to P4

P1 – P2		P3 – P4		P5 – P6
Excite	➤	**Explore**	➤	**Extend**

Subject-Based Banding (SBB) - helps each student to proceed at a pace that he/she can best manage

Content rigour at P5 – huge gap as compared to P4

A transitional year, road to PSLE

Foundation Stage (Primary 1-4) ➤ Orientation Stage (Primary 5-6) ➤ Primary School Leaving Examination (PSLE)
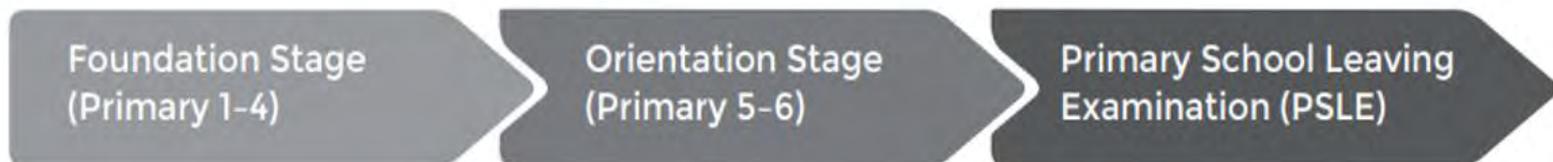
Learner Agency – Self-directedness

- Be responsible for your learning
- Take ownership and monitor your own learning
- Work with your teachers to help work on areas that you need help
- Set your goals and work towards them

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

GOAL SETTING

I believe I can REACH my GOALs as . . .

I AM
Positive beliefs about yourself and discover your strengths

I HAVE
building strong support networks that they know they can tap on when needed.

I CAN
developing skills to empower them to overcome their challenges and thrive.

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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

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.

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.

Our Learning Dispositions

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Page 7
Student Handbook

Holistic Development Profile
For Year

Name :   **Identification No.** :

Personal Qualities	Assessments	Rating
Collaboration	OVERALL	☆ ☆ ☆
Curiosity	OVERALL	☆ ☆ ☆
Joy of Learning	OVERALL	☆ ☆ ☆
Open-mindedness	OVERALL	☆ ☆ ☆
Resilience	OVERALL	☆ ☆ ☆

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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

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

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

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

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

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

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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

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Refreshed Progress Booklet

Revised progress booklets

Confident, Empathetic and Effective Communicator - Th

English Language (P3)

Listening
Listen and view actively to identify, recall and organise key

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

Speaking
Elaborate on ideas on a given topic and prompts

Use appropriate vocabulary to communicate ideas

Plan and generate ideas in an organised way

Reading
Read aloud with accuracy, speed and expression

Use annotations to enhance understanding of a text

Writing and Representing
Develop, organise and express ideas to produce a text

Revise ideas to improve writing based on feedback

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

Use rich and appropriate vocabulary to enhance meaning in writing

Descriptors on Students' learning progress:
Level 1: Starting out
Level 2: Getting there

A Reflective Science Inquirer - The Critical Thinker

Science

Process Skills

Skills and Processes	Semester 1
Use senses (**observe**) to gather data	
Compare observations or data	
Communicate explanation and reasoning based on representations (flowchart, classification chart, tables or graphs)	
Recognise fair test (changed, constant variables and measured variables)	
Use senses, apparatus, and equipment to gather data. **Investigate** to find out answers to questions.	
Explore possibilities, generate novel ideas and shortlist ideas based on simple justifications.	
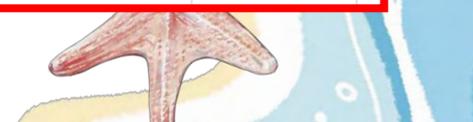
Blended Learning @ PGVP (e-learning)

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

- What ...

- Blend ...
reform...

1. eo...

ha...

2. to...

Key foc...

- 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

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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:

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Class Allocation Guidelines

2026 Class Allocation
Languages at P

There is no change
following information
of the year. Our sch
set of class allocati

- strengthen h
- customise th
- increase soc
  foster peer
- reduce the p
- preserve cla
  end of every

Table 1 : Transition between academic levels

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

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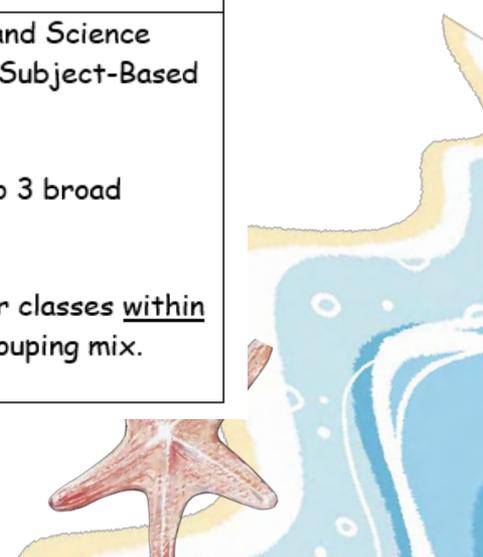
THE NEW PSLE SCORING & S1 POSTING SYSTEM

First Batch of PSLE students - 2021
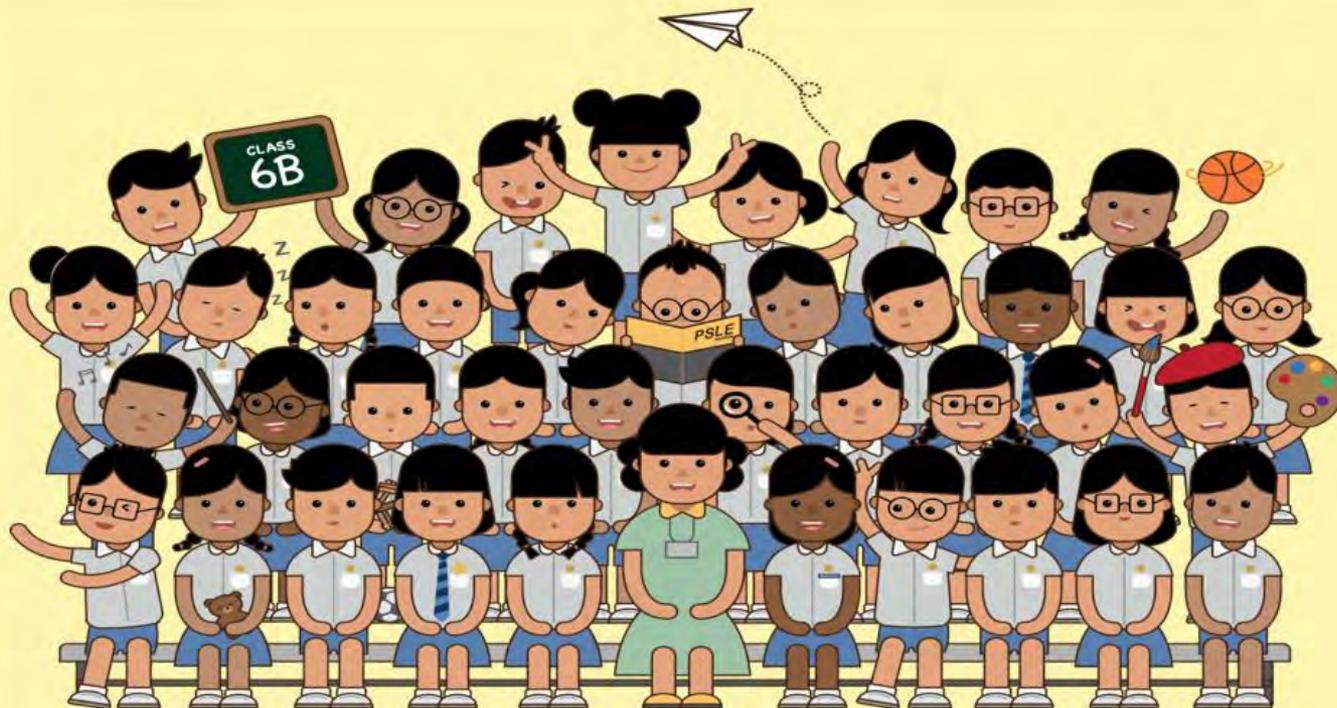
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THE PSLE REMAINS A USEFUL CHECKPOINT

- To understand where our children are at in their learning after six years of primary school

- Gauge their learning needs so that they can progress to a secondary school and take subjects at a suitable level
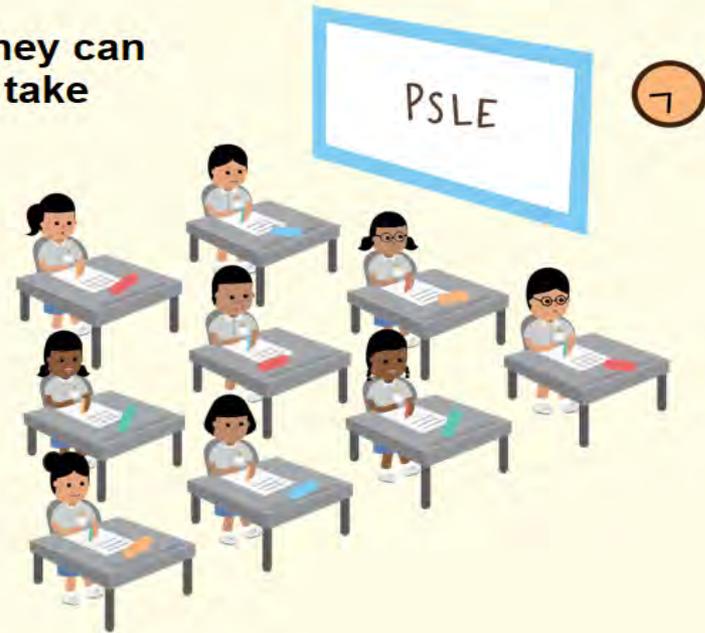
PSLE

At P5:
- Transitional year to PSLE
- PSLE- What it means for your child...
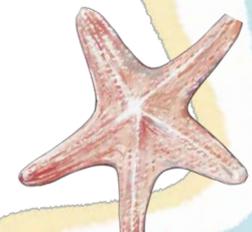
STUDENTS WITH SIMILAR SCORES IN EACH SUBJECT WILL BE GROUPED INTO ACHIEVEMENT LEVELS

PER SUBJECT
AL 1 (BEST)
AL 2
AL 3
AL 4
AL 5
AL 6
AL 7
AL 8

- 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.

*PASS GRADE IS AL7 OR BETTER

WHAT ARE ACHIEVEMENT LEVELs (AL)? WHY ARE THE BANDS UNEVEN?

Students with **similar scores** in each subject are grouped into scoring bands measured in 8 ALs.

AL bands and mark ranges are set Based on the learning objectives of the curriculum, and mirror the way we learn.

When we learn something new, after some initial practice, we often find ourselves improving significantly.

As we get better, the improvements become small steps, and finally, as we reach a high level, we inch just a little further, even after much learning and practice.

The ALs were designed to reflect this reality of learning. They help educators, students, and parents know how ready students are to access the curriculum at the next level.

New System (from 2021)

AL	RAW MARK RANGE
1	≥ 90
2	85 – 89
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	< 20

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PSLE
Revised scoring
system
Explained

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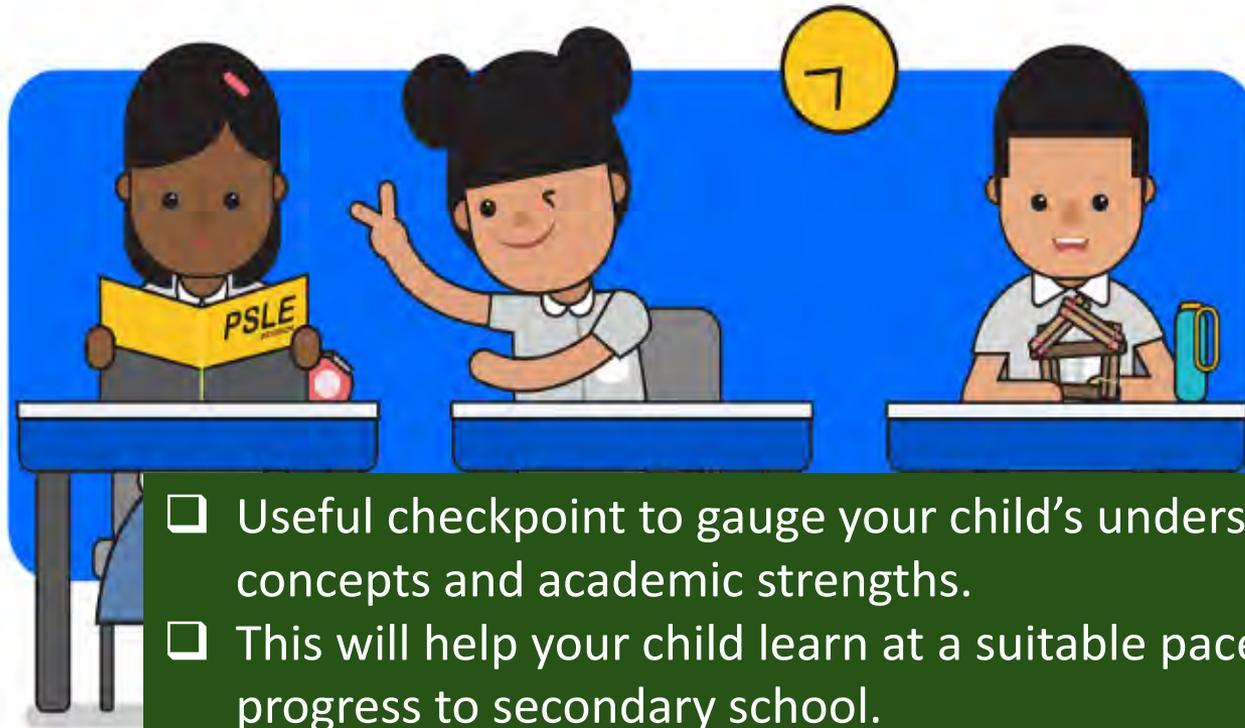
- ❑ Useful checkpoint to gauge your child's understanding of key concepts and academic strengths.
- ❑ This will help your child learn at a suitable pace when they progress to secondary school.
- ❑ Changes made to the PSLE scoring system will reflect your child's level of achievement through scoring bands.

CHANGES COMPARED TO CURRENT PSLE

BROADER ACHIEVEMENT LEVELS INSTEAD OF T-SCORES

- **Reduces fine differentiation of students at a young age based on exam scores.**

- **Standards-referenced – Recognise a student's level of achievement in each subject, regardless of how his peers have done.**

AL	RAW MARK RANGE
1	≥ 90
2	85 – 89
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	< 20

FOUNDATION LEVEL AL	FOUNDATION RAW MARK RANGE
A	75 – 100
B	30 – 74
C	< 30

The PSLE Score will remain the first criterion for posting

CHOICE ORDER OF SCHOOLS MATTER MORE (6 CHOICES OF SCHOOLS)

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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.

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

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

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.**

Use of Higher Chinese Language (HCL) for admission to SAP school.....

Using HCL for Admission into SAP Schools

Students who take HCL will receive a posting advantage when applying to SAP schools

Students will be considered for admission to SAP schools in the following order:

1st	7	NO HCL	Students with better PSLE Scores will be posted first, even if they did not take HCL
2nd	8	DISTINCTION	
3rd	8	MERIT	Amongst students with the same PSLE Score, those with better HCL grades will be posted first
4th	8	PASS	
5th	8	NO HCL	
6th	9	DISTINCTION	
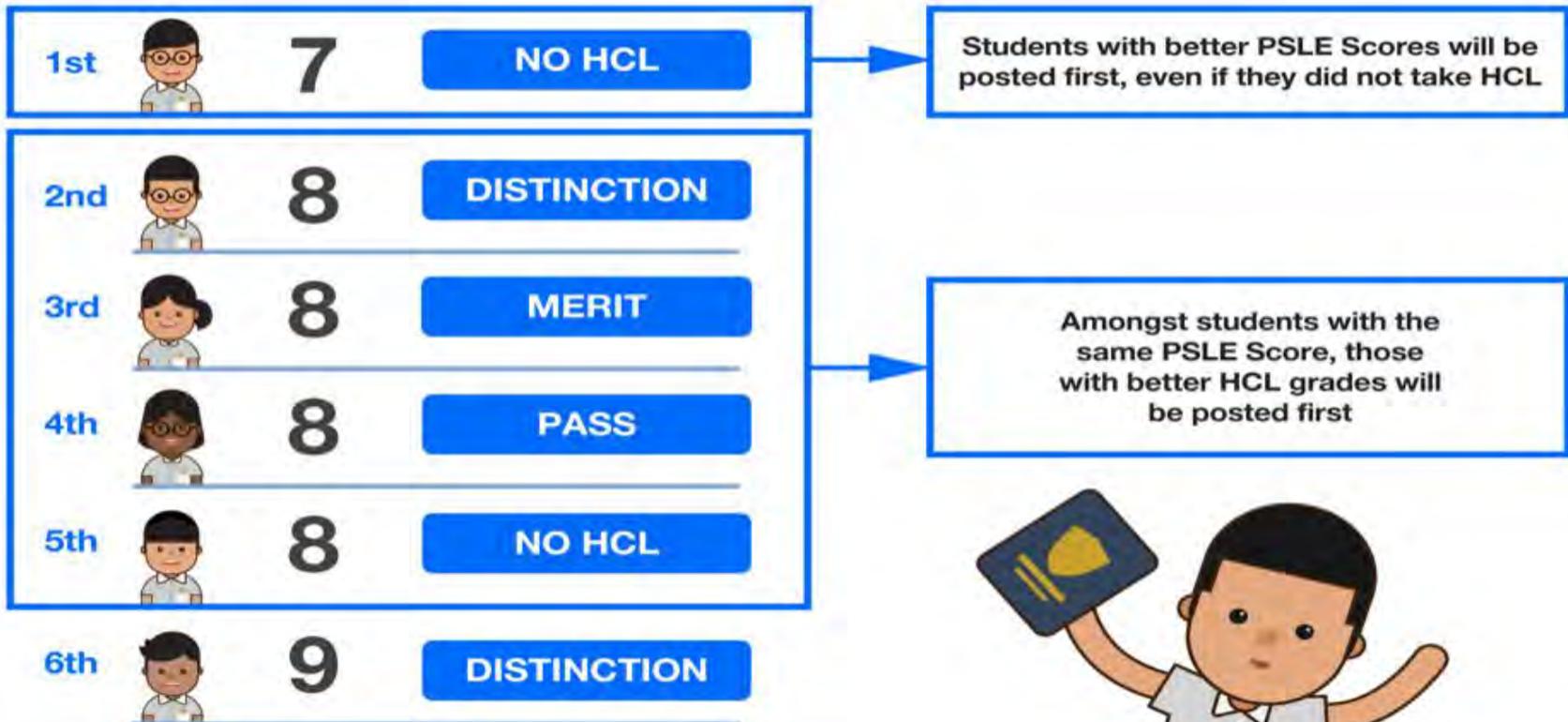
Higher Mother Tongue Languages (HMTL) in secondary school . . .

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

Choice of Secondary Schools

Options

Admission into Sec school :
- based on PSLE results
- through Direct School Admission (DSA)

More detailed info to be given during P6 Parent Engagement Session next year

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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.

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.

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?*

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.

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

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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

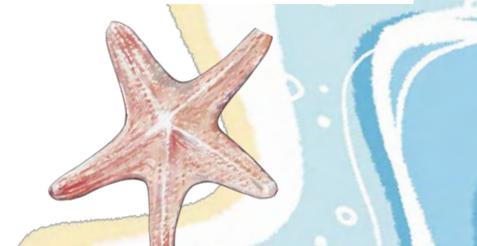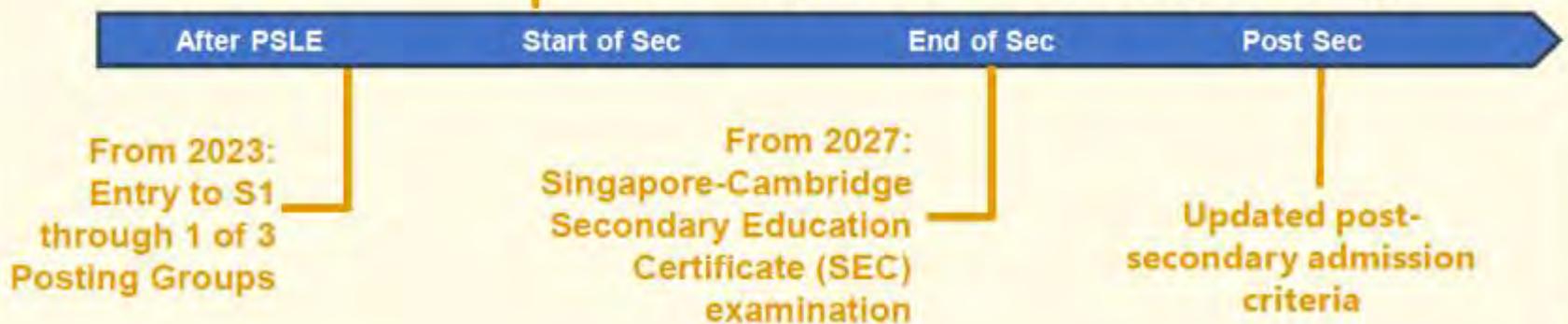Develop a growth mindset and be motivated to keep learning

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.**

| After PSLE | Start of Sec | End of Sec | Post Sec |

From 2023: Entry to S1 through 1 of 3 Posting Groups

From 2027: Singapore-Cambridge Secondary Education Certificate (SEC) examination

Updated post-secondary admission criteria

15

FULL SBB: MIXED FORM CLASSES

- Your S1 form class will have a mix of students who entered the school through Posting Groups 1, 2 and 3.

Form classes arranged by academic stream in schools yet to implement Full SBB

Students in Exp stream

Students in N(A) stream

Students in N(T) stream

With Full SBB: Mixed form classes

- Students posted through **PG3(similar to Express)**
- Students posted through **PG2(similar to NA)**
- Students posted through **PG1(similar to NT)**
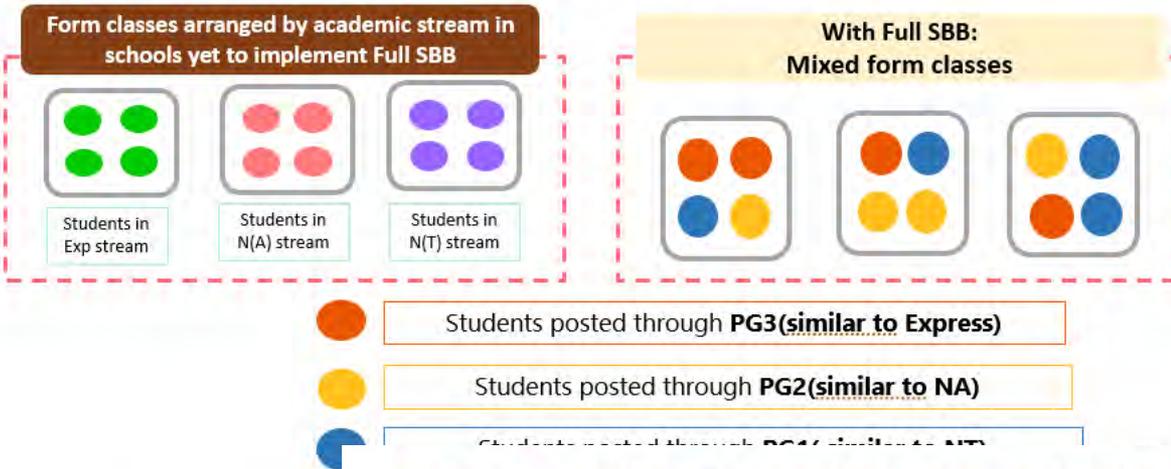
FULL SBB: COMMON CURRICULUM

- Together with your form class, you will take 6 common curriculum subjects.

Common Curriculum Subjects

Examinable Subjects:
- Art
- Design & Technology (D&T)
- Food & Consumer Education (FCE)

Non-examinable Subjects:
- Character & Citizenship Education (CCE)
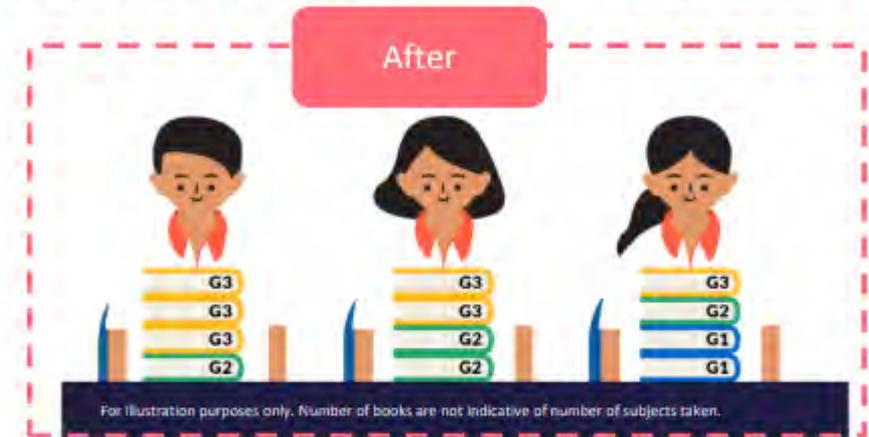- Music
- Physical Education (PE)

- Your form classmates may take English Language, Mathematics, Science, and Mother Tongue Language at a different subject level from you. If so, you will move to different classrooms to take these lessons with different classmates.

11

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

Before

O-LEVEL
O-LEVEL
O-LEVEL
O-LEVEL

N(A)
N(A)
N(A)
N(A)

N(T)
N(T)
N(T)
N(T)
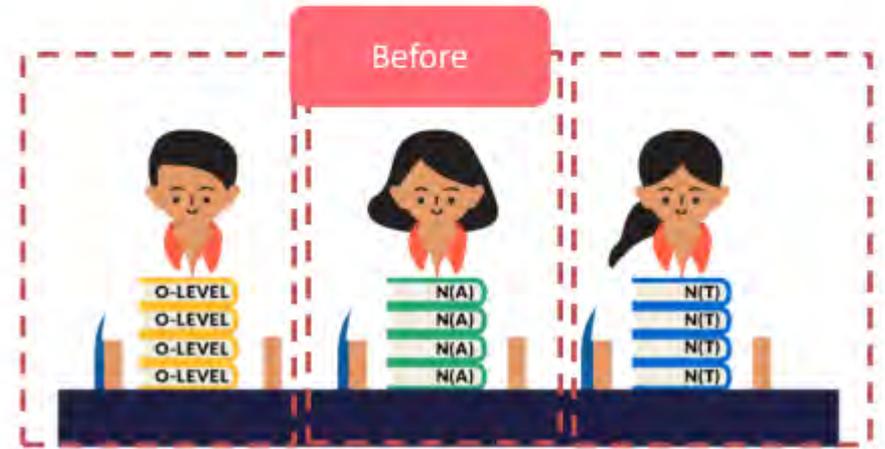
Students in different streams would be in different classes

After

G3
G3
G3
G2

G3
G3
G2
G2

G3
G2
G1
G1

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

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.
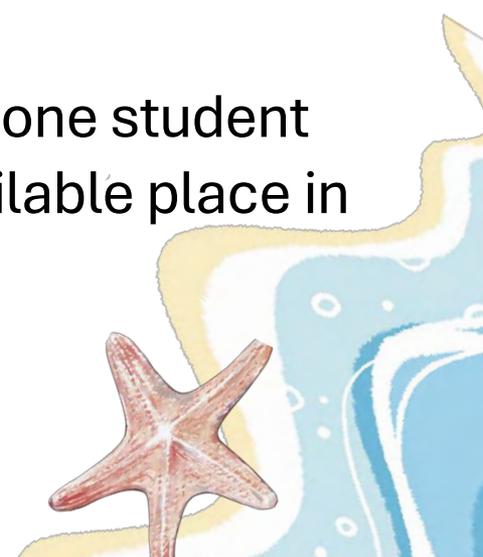
❑ With the new PSLE scoring system, more students will have the same PSLE score, and schools will be less differentiated based on cut-off points.

❑ 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
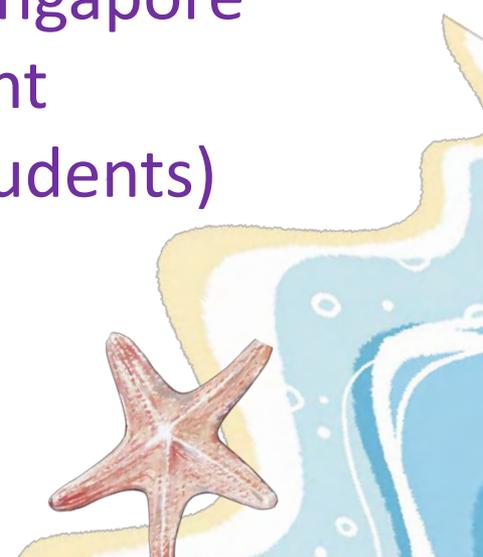
Secondary school course eligibility under the AL Scoring System

- "O" Level Exams *will be replaced by* Singapore-Cambridge Secondary Education Certificate **(SEC)** Exams from 2028
- Subjects at Secondary School – either at G1, G2 or G3 level [i.e. no more Express/Normal(Acad)/Normal(Tech) streams]

G1	Equivalent to Normal (Tech)'s Rigour
G2	Equivalent to Normal (Acad)'s Rigour
G3	Equivalent to Express Stream's Rigour

Subjects offered under SBB(Sec)	Eligibility criteria		
	PSLE subject level	PSLE AL for the specific subject	Option to take the Secondary One subject at:
• English Language • Mother Tongue Languages • Mathematics	Standard	AL 5 or better	G3 or G2
		AL 6	G2
• Science	Foundation	AL A	G2

Humanities subjects offered under Full SBB	Eligibility criteria		
	Humanities subject level	School-based assessment	Option to take Humanities at a more demanding level from Secondary Two:
• Geography • History	G2	Aptitude and interest for specific subject	Any of these subject(s) at G3
• Literature in English	G1		One of these subjects at G2

Temasek Junior College (Secondary)

📍 Tampines
2 Tampines Avenue 9, S529564

📖 School code: **0702**

The school is currently located at a temporary site, 2 Tampines Avenue 9, Singapore 529564, due to upgrading. It will move back to its permanent location at 22 Bedok South Road, Singapore 469278, in December 2027.

PSLE score range of 2025 ⌃

	Affiliated	Non-affiliated
Integrated Programme	-	4 - 8
Posting Group 3	-	-
Posting Group 2	-	-
Posting Group 1	-	-

- Cut-off points (COP) reflect the score of the last student posted to the school via S1 posting. COPs can vary up to a few points year-on-year, depending on factors such as cohort performance and choice patterns. Not every student who met the COP was posted to the school as they may have been tie-broken out.

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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....

❖ 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 (equivalen... continue to tak... Secondary 1, l... rather than the...

❖ G2/G1 studen... Mathematics,... Express level,... subject at the l...

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 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

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 EL & MTL	21 & 22 July 2026
Listening Comprehension	04 Aug 2026
Written Examination	18 – 22 Aug 2026

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PSLE Important Dates

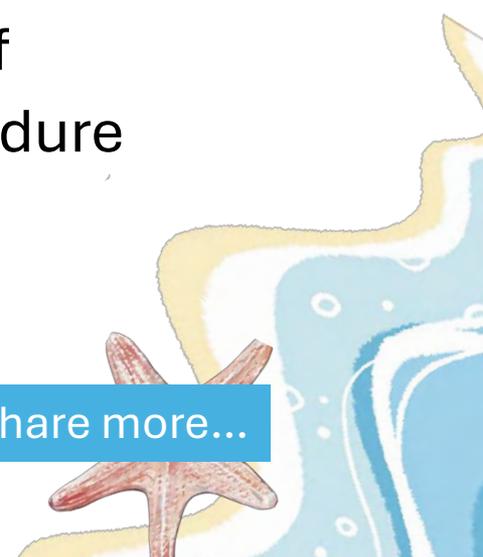| Subjects	Dates of Examination
English Language & Mother Tongue Oral Exam	Wed 12 & Thu 13 Aug 2026
Listening Comprehension Exam (EL & MTL)	Tue 15 Sep 2026
English Language (Written Paper)	Thu 24 Sep 2026
Mathematics (Written Paper)	Fri 25 Sept 2026
Mother Tongue Languages (Written Paper)	Mon 28 Sep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

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/

Mdm Sharifah will share more…

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Timeline (tentative)

23 Nov-25 Nov (tentative)

Early Oct

Updated School Finder Website

Registration @ Sec Schools

OCT   NOV   DEC

PSLE Results   Posting Results

week before Christmas

Message from the P5 teachers

- Be updated – check and read PG carefully

- Ensure your child turns up for school regularly and punctually - his/her attendance is important

- Support your child emotionally and mentally – some are already very stressed out. Look into their well being- some classes are very stressed.

- Students 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. Please work closely with my teachers.
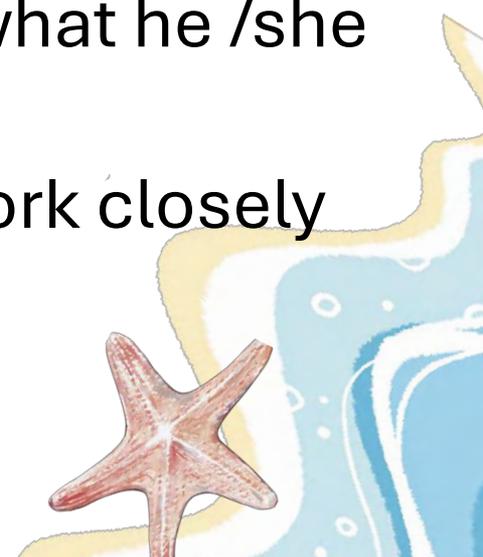
What is Generative Artificial Intelligence (GenAI) and how can we tap its opportunities whilst mitigating its risks?

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'** – [1]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

[1]UNICEF (2023), *Generative AI: Risks and Opportunities for Children. Wow 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]

[1]Common Sense (2025), *Nearly 3 in 4 Teens Have Used AI Companions, New National Survey Finds,* https://www.commonsensemedia.org/press-releases /nearly-3-in-4-teens-have-used-ai-companions-new-national-survey-finds (accessed on 23 October)
[2]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
[3]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 a 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[3] .

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

[1]Common Sense (2025), *Nearly 3 in 4 Teens Have Used AI Companions, New National Survey Finds,* https://www.commonsensemedia.org/press-releases /nearly-3-in-4-teens-have-used-ai-companions-new-national-survey-finds (accessed on 23 October)
[2]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
[3]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

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 <u>**little or no**</u> 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.
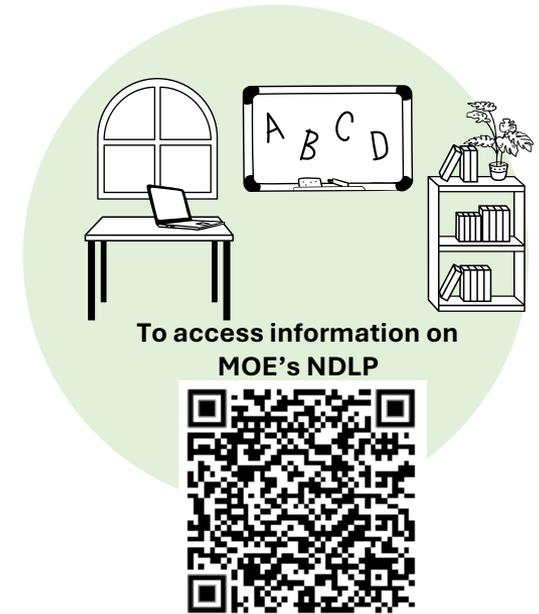
Lower primary students will learn to recognise that AI is present in our daily lives

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

To access information on MOE-IMDA 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?

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*

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.

SLS

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.

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
AGE WHEN THEY STARTED USING SOCIAL MEDIA (%)				
3 years old or below	9	17	6	4
4–6 years old	25	42	24	11
7–9 years old	39	41	46	31
10–12 years old	22	0	24	40
13–16 years old	5	0	0	14

CURRENT REALITY

Children are going online from a younger age

CURRENT REALITY

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

DEVICES USED DAILY BY CHILDREN (%)	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
Smartphone	84	67	85	98
Personal laptop	32	13	30	51
Family laptop	36	44	37	27
Tablet/iPad	52	65	51	40
Others	5	7	5	5

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 <u>parental controls</u> are available at the end of the presentation.

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

TYPES OF ONLINE HARASSMENT (%)

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
Cyber bullying	79	86	93	63
Sexual grooming	30	43	21	26
Sexual harassment	45	43	57	37
Others	15	7	7	26

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

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)

48% of parents surveyed were able to give an accurate estimate of the amount of time their child spent on gaming

31% of parents were fully aware of who their child gamed with

25% of parents were not at all aware of who their child gamed with

Source: MDDI Survey (Feb 2024)

75

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.

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
AGE WHEN THEY STARTED USING SOCIAL MEDIA (%)				
3 years old or below	9	17	6	4
4–6 years old	25	42	24	11
7–9 years old	39	41	46	31
10–12 years old	22	0	24	40
13–16 years old	5	0	0	14

TYPES OF PLATFORMS CHILDREN USE (%)

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
Instagram	50	25	46	78
Facebook	52	41	48	65
Twitter	14	6	11	23
WhatsApp	72	43	76	94
Telegram	18	11	13	28
Snapchat	13	5	13	21
TikTok	36	22	38	46
YouTube	65	58	62	75

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

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

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.

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 ≡

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

Guidance for children 7 to 12 years old

✓ **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.
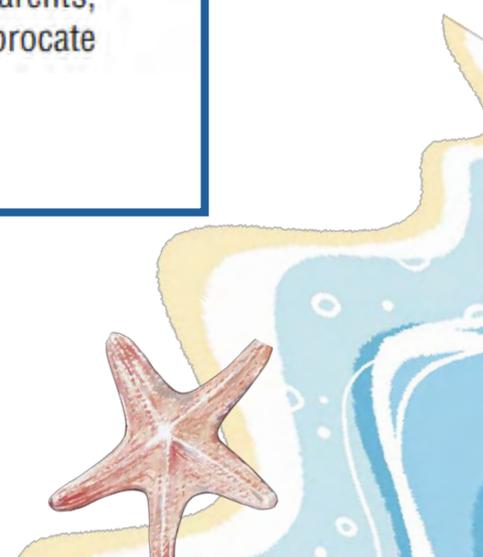
School Rules on Digital Device Use

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
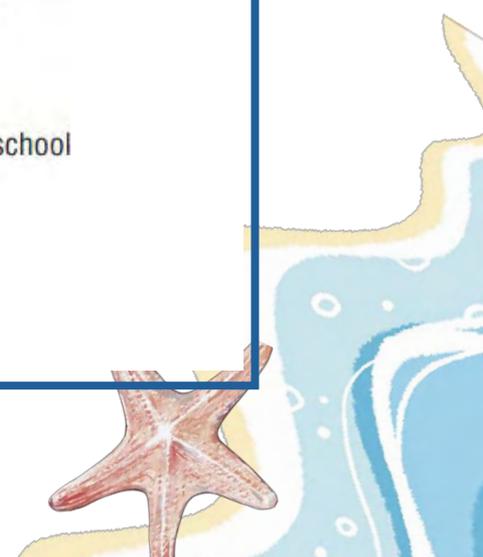
School Rules on Digital Device Use

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!

Positive Use Guide on Technology and Social Media

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*.

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

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

https://go.gov.sg/cwresources-parents

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

#4 **Resources** on <u>having open conversations about digital habits</u> are available at the end of the presentation.

How Can Parents Help?

Provide a safe space for conversations

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

Provide a balanced mix of engaging online and offline activities

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

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

1 Respectful Communication   2 Role Models   3 Real Connections

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

THANK YOU

Grow & Glow

Confident Learners • Active Citizens • Touching Lives • Inspiring Future