



Welcome to Punggol View P1/P2 Curriculum Briefing

Friday 23 Jan 2026





Care & Concern ▪ Commitment ▪ Communication ▪ Courtesy

Parents as co-partners of education



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 their mental well-being



Demonstrate healthy ways to manage stress, setbacks and difficult emotions



Show children it is okay to ask for help when struggling



Model self-care



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

Real Connections

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

Build strong bonds through shared experiences and meaningful conversations

Teach children to recognise and communicate their emotions effectively

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



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

1 Respectful
Communication

2 Role Models

3 Real Connections



Parenting Resource: *Parenting for Wellness*

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

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

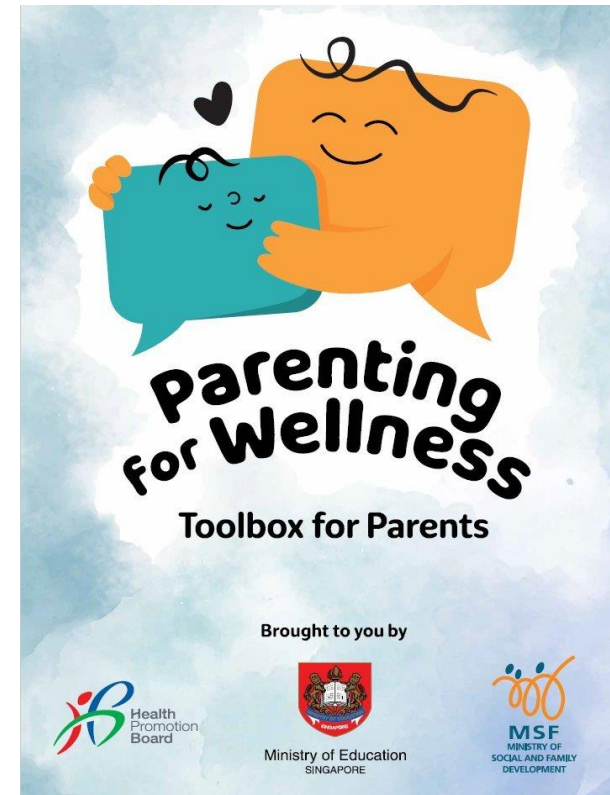


<https://go.gov.sg/pfw-toolbox-for-parents>



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

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



Engagement Charter

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





FLOURISHING STARLITES IN A POSITIVE ENVIRONMENT

VISION

**CONFIDENT LEARNERS
ACTIVE CITIZENS**

Culture of Learning

MISSION

**TOUCHING LIVES
INSPIRING FUTURE**

Culture of Care



**ST1 HOLISTIC DEVELOPMENT
OF STUDENTS**

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



STARLITE OUTCOMES



**ST2 CAPACITY DEVELOPMENT
OF STAFF**

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

What do P1 children learn ?

- P1 Programme....

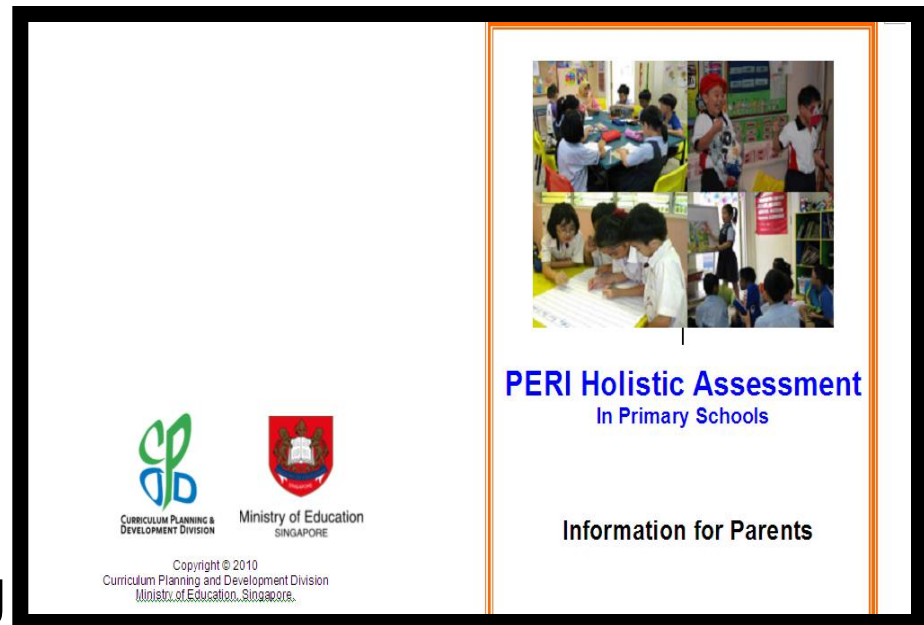
- English, Mathematics and Mother Tongue (MT)
- CCE/ FTGP values education
(*R³ ICH values, life skills, National Education & Social Studies*)
- Health Education & PE
- Programme for Active Learning (PAL)

Providing a variety of learning experience for your child to acquire knowledge, skills and values



How do we know your children have learnt? [Holistic Assessment]

- Provide you, parents with a more comprehensive **“Holistic Development Profile”** of your child
- Captures a fuller picture of your child's progress and learning throughout the year



P1 HA in Punggol View....



**Review Tests
(Pen & Paper)**

**Parent-Teacher-
Child Conference**

**Progress
Report**

Portfolio

**Self- and Peer-
Assessment**

**Performance
Tasks**

**Show &
Tell**

**Readers'
Theatre**

**Station-
based
Assessment**

**Teachers'
Questioning &
Feedback**



What are the changes for P1 ...

Purpose and Intent:

To encourage students at such a young age to focus on growth and mastery as opposed to grades and performance

Possible Concerns of Parents

- ☐ How will I know about my child's progress?
- ☐ How will my child's academic progress be measured if there are completely no examinations and weighted assessments at P1 and P2?
- ☐ How will my child be allocated to P3?



How will you know about your child's progress?

- Even with the removal of examinations for some levels, **teachers will continue to assess their students.**
- Parents will be kept informed of the child's progress.

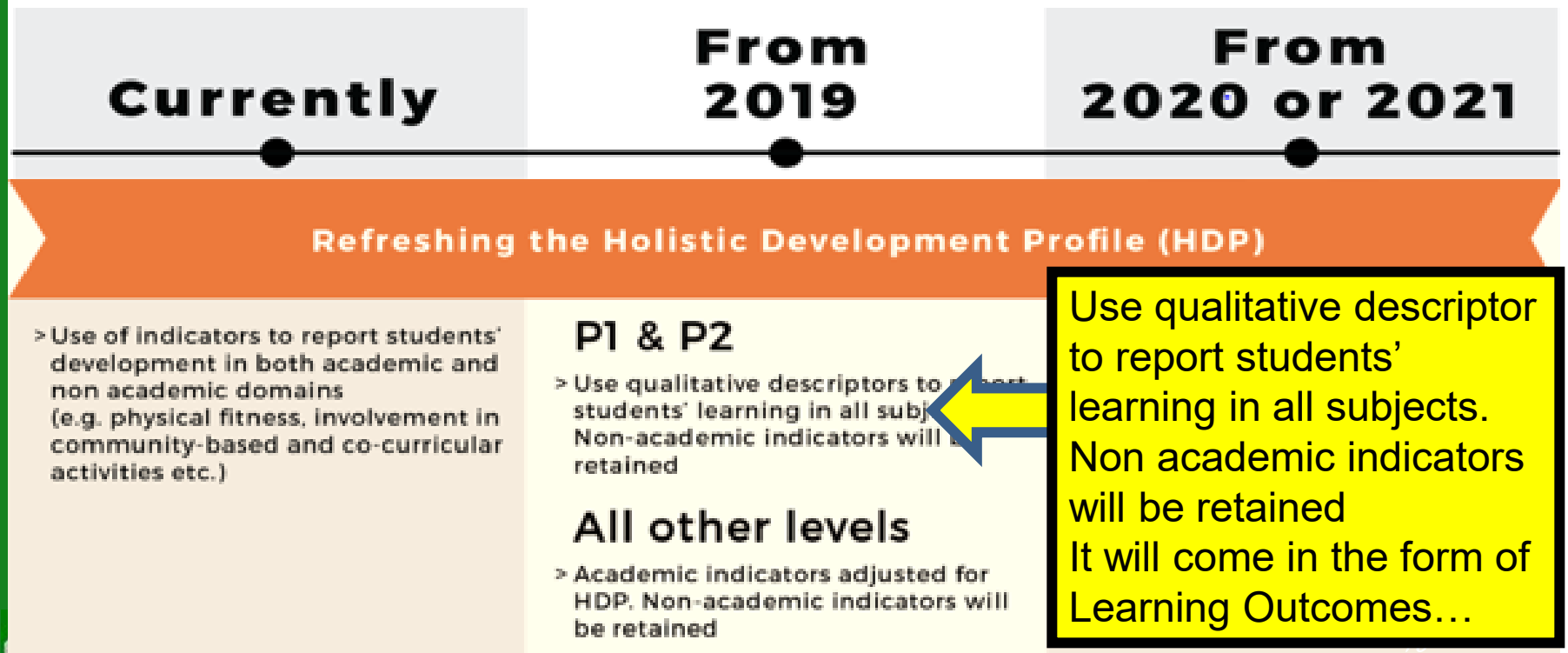


How will your child's academic progress be measured if there are completely no examinations and weighted assessments at P1 and P2?

- Current practices to gather information about students' learning through checkpoints (e.g. class discussions, in-class work, homework, and bite-sized tests) will continue.
- **The change is that these checkpoints will no longer count towards an overall result.**
- Use of qualitative descriptors instead of marks and grades to report students' learning progress in the report book (**Holistic Development Profile**).

Refreshing the Holistic Development Profile.....

Changes at a Glance



Learning Outcomes

- Every subject to focus on 3 to 5 Learning Outcomes(LO) per semester to report students' learning progress
- In PGVP, we have **4 Levels of qualitative descriptors** to report students' learning progress for each LO
 - **Level 1: Starting out**
 - **Level 2: Getting there**
 - **Level 3: Got it**
 - **Level 4: Achieved Mastery**



Learning Outcomes

Qualitative Descriptors	What it Means
Achieved Mastery	Very Good understanding and application of concepts and skills Thorough understanding of all or nearly all key concepts and skills and makes connections and demonstrates them all the time, independently with confidence.
Got it	Good understanding and application of concepts and skills Complete & correct understanding most of key concepts and skills and often makes connections to them or demonstrates them most of the time with no guidance.
Getting There	Basic understanding and application of concepts and skills Some understanding of key concepts and skills and makes connections to them or displays them in action some of the time and with some guidance.
Starting Out	Slight understanding and application of concepts and skills Displays slight understanding of basic concepts and skills and occasionally makes connections to them / or displays them in action. Much guidance needed in applying concepts.



Subject	Primary 1			
	Term 1	Term 2	Term 3	Term 4
English Language	<u>Listening & Viewing</u> <ul style="list-style-type: none"> Listen attentively and follow simple instructions 	<u>Listening & Viewing</u> <ul style="list-style-type: none"> Listen attentively and follow simple instructions 	<u>Listening & Viewing</u> <ul style="list-style-type: none"> Listen attentively and follow simple instructions <u>Speaking</u> <ul style="list-style-type: none"> Speak clearly and fluently to express opinions, feelings 	

Example:

- LO for Term 1: Listening & Viewing; Speaking; Reading ; Expectation is progressive over the year...
- Term 2: Added another LO- Language use....
- Respective Heads will show you the details of the LO for each term for their subject...

accurately) <ul style="list-style-type: none"> Read aloud Primary 1 texts with accuracy, fluency and expression 	accurately) <ul style="list-style-type: none"> Read aloud Primary 1 texts with accuracy, fluency and expression <u>Language Use</u> <ul style="list-style-type: none"> Apply knowledge of grammatical rules at word, phrase and sentence level 	<ul style="list-style-type: none"> Comprehend age- / year level appropriate text at literal level (Primary 1) <u>Writing and Representing</u> <ul style="list-style-type: none"> Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events
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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

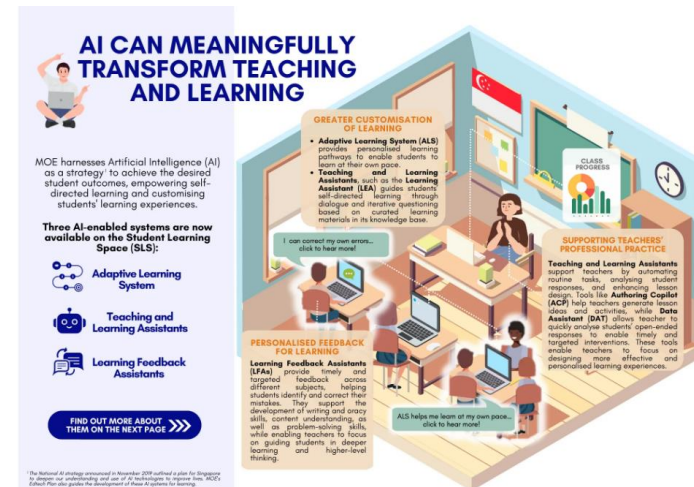
Students will use GenAI to learn in an age-appropriate manner

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.



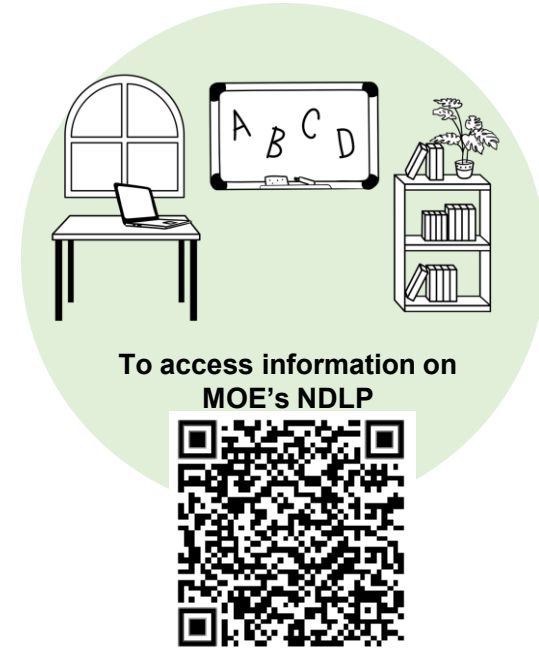
Scan QR code to read more about SLS AI-enabled features!

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

Primary 1 to 3

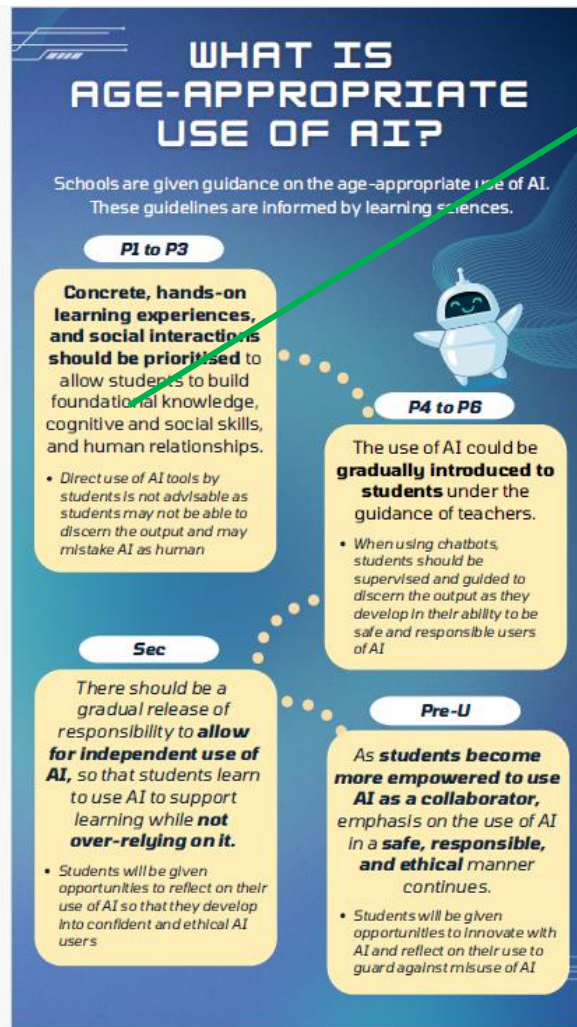
How will
your child
use AI for
his/her
learning?

- *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.*

Age-appropriate guidance on AI use

Primary 1 to 3

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



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*

Additional Resources

SLS Onboarding Module for P1 Students



[SLS Onboarding
Module for P1 Students](#)

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

P1 SLS (MIMS) Account and Password Letters to Parents (to be issued on 26 Jan to students)



培景小学
PUNGGOL VIEW PRIMARY SCHOOL
9, Punggol Place Singapore 828845
Tel: 65701588 Fax: 65703680
Website: <https://www.punggolvie.moe.edu.sg>
Email Address: punggolvie_ps@moe.edu.sg

Our Ref: PGVP/40/2026

26 January 2026

Dear Parents/Guardians of [Student Name]

ACCESS TO SINGAPORE STUDENT LEARNING SPACE (SLS)

- As part of Ministry of Education's (MOM) commitment to digital learning, an online learning platform called the Singapore Student Learning Space (SLS) is made available to all students.
- The SLS is an online platform with which all students can learn at their own pace and take greater ownership of their learning. It complements classroom teaching and learning.
- The SLS is collectively shaped by all stakeholders. Your child's input and feedback is considered and developed iteratively to stay dynamic and relevant.

ACCESS TO SLS

- The SLS can be accessed from <https://sle.learning.moe.edu.sg>. The SLS username is as follows: [Student Name] ([Form Class]).
- The password will be given in a separate letter.
- Attached to this letter are Annex A and B for initial login.
- During account activation, please refer to the "Password Reset Email Address" field. Please ensure that the email address is correct to avoid password reset if he/she forgets it.

Our Mission
Touching Lives, Inspiring Future



培景小学
PUNGGOL VIEW PRIMARY SCHOOL
9, Punggol Place Singapore 828845
Tel: 65701588 Fax: 65703680
Website: <https://www.punggolvie.moe.edu.sg>
Email Address: punggolvie_ps@moe.edu.sg

Our Ref: PGVP/40A/2026

Dear Parents/Guardians of [Student Name] ([Form Class]),

ACCESS TO SINGAPORE STUDENT LEARNING SPACE (PASSWORD)

Your child may now login to the Singapore Student Learning Space (SLS) at <https://sle.learning.moe.edu.sg/> using the following password:

Password: [Generated OTP]

Please refer to the "ACCESS TO SINGAPORE STUDENT LEARNING SPACE" Letter dated 26 January 2026 for your child's username.

Thank you.

Yours sincerely,

Mdm Tan Siew Chian
HOD ICT

Our Mission
Touching Lives, Inspiring Future



Our Vision
Confident Learners, Active Citizens

Holistic Development Profile

How you can use it...

- A report card to update you on how your child has developed in both academic and non academic areas and how you can work with teachers to support your child in his growth
- Consists of Academic/ Non-academic Learning Progress (Learning Outcomes); Conduct, comments and Personal Qualities for Lower Primary



Sample of HDP...

Holistic Development Profile

Page: 1 of 5

Name
Age on 1st Jan
Class
Form Teacher
Co-Form Teacher

SUBJECT

SEMESTER 1

ENGLISH LANGUAGE

Listening: Listen attentively and follow simple instructions.

Speaking: Speak clearly to express their thoughts, feelings and ideas.

Speaking: Follow communication etiquette such as taking turns, and using appropriate eye contact and volume in conversations or discussions.

Reading: Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately).

MALAY LANGUAGE

Listening: Listen attentively to short, simple spoken content related to daily life.

Speaking: Speak with correct pronunciation using vocabulary and sentence structures from Primary 1 texts.

Speaking: Ask and/or respond to simple questions related to daily life.

Got It

Getting There

Getting There

Starting Out

Achieved Mastery

Achieved Mastery

Achieved Mastery

Subject:
Stating clearly the Learning Outcomes

Level Attained:
Level 1 Starting Out
Level 2: Getting there
Level 3: Got it
Level 4: Achieved Mastery



How can you support your child in these areas using the data in HDP?

- Encourage and affirm your child on the progress made
- Learning from various school activities and experiences, discuss with your child his strengths and interests
- Discuss with your child his plans in developing in both academic and non-academic domains



E

How can we work together to help him?



How will your child be selected for Edusave Academic Awards?

*See the selection
process for PGVP....*

- Considers positive learning dispositions instead of academic performance.
- Edusave Merit Bursary: P1 and P2 students who display positive learning dispositions consistently.
- Good Progress Award: P2 and P3 students who have made significant improvement in learning dispositions.



Criteria for Edusave Merit Bursary (EMB) and Good Progress Award (GPA)...

Changes at a Glance

- ☐ S'pore Citizen for Both EMB and GPA.
- ☐ To award students who consistently demonstrate good learning dispositions
- ☐ Good conduct will continue to be a criteria
- ☐ **EMB (P1 & P2):** Monthly Household income does not exceed \$9000
- ☐ **GPA (P2 only)** – only for students who do not qualify for EMB but shows improvements in learning dispositions

Learning Dispositions

- ❖ Criteria to use to identify students with positive learning dispositions
- ❖ In PGVP, we want our children to better enjoy the process of learning and develop dispositions for life long learning.
- ❖ For PGVP, we have decided on 5 Learning Dispositions to help our students to Learn for Life:
 - Joy of Learning
 - Resilience
 - Open-mindedness
 - Curiosity
 - Collaboration



PGVP *Learning Dispositions since 2019...*



Punggol View Primary School Learning Dispositions (P1 – P2)

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.

PGVP *Learning Dispositions since 2019...*

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

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

Learning Dispositions	Primary 1	Primary 2	Primary 3
Joy of Learning Students who show joy of learning are motivated to learn and do their best. They derive satisfaction from learning new skills or discovering new ideas. They are also enthusiastic and show great interest in learning new things	<ul style="list-style-type: none"> Listens actively in class Submits work timely and is always neat and presentable Displays willingness to learn new things 	<ul style="list-style-type: none"> Listens and participates actively in class Submits work timely and is always neat and presentable Shows initiative to look for new information Shows positive attitude towards solving problems 	<ul style="list-style-type: none"> Listens and participates actively in class Submits work timely and is always neat and presentable Shows initiative to look for new information Shows positive attitude towards solving problems Shows initiative to learn beyond the classroom
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.	<ul style="list-style-type: none"> Tries his/her best to complete every question given Does not give up easily even if the task is difficult Seeks the help of teachers in overcoming the difficult challenges/tasks 	<ul style="list-style-type: none"> Tries his/her best to complete every question given Does not give up easily even if the task is difficult When faced with a difficult task, is resourceful enough to ask for help (approach teachers, refer to books, etc) 	<ul style="list-style-type: none"> Strives to achieve goals set for any given task regardless of its difficulty Goes to multiple sources to find solutions to challenging problems. Views setback as learning opportunities.

Implications of SBA Changes for PGVP...

Guidelines on Class Allocation

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

Transition Levels	Procedure
P1 to P2	<ul style="list-style-type: none">• En-bloc promotion with minimal movement.

P2 to P3*	<ul style="list-style-type: none">• Class allocation is based on students' English and Mathematics readiness which is determined by the Learning Outcomes attainment and Learning Dispositions.• Based on the above, students are then divided into 3 broad groups of similar learner profiles.• Students of each group are then allocated to their classes <u>within the broad group</u> factoring in gender and ethnic grouping mix.
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In PGVP, how will you receive feedback?

1) Semestral reports

- Progress Booklet- Brief comments on child's performance in EL, Maths and MTL subjects (Semesters 1 and 2)- **Since 2019, recorded in Holistic Development Profile based on Learning Outcomes (LO) based on the 4 Levels: Starting Out; Getting there; Got it; Achieved Mastery**
- Brief comments on child's performance in all subject (Terms 2 & 4)
- Overall feedback on child's Learning Outcomes and
- Learning Dispositions (Terms 2 & 4)



How will you receive feedback on your child's progress?

2) Holistic Assessment

To be shown to parents at our Parent-Teacher Conferencing

*Term 2 Week 5:

23 April Thursday and 24 April Friday

*Term 4 Week 10: (Selected)

Teachers will inform respective parents.

19 Nov Thursday

***TBC: more info at a later date**



Will my child be prepared for assessments ?

My child will be prepared to take assessments
as well as gain...

- ✓ a strong foundation in EL, MTL, Maths
and Science
- ✓ confidence
- ✓ a desire to learn
- ✓ enjoyment of learning
- ✓ steady progress





Getting Ready for Primary One

Helping your child make the smooth transition into primary school.

Supporting your child

What your child may be experiencing

- Having to **adapt to new environment** and longer days
- Needing to adjust to **new friendships**
- Managing **new routines** and responsibilities
- Navigating **increased structure**

How you can support your child

- Find time for **regular conversations**. Encourage your children to share their thoughts and feelings openly. Let them know that you will listen with an open mind too.
- Discuss **ways to manage different encounters** that may come their way, especially the ones they may feel worried or anxious about.
- **Build their confidence** (e.g. celebrating effort and small improvements, share stories of your own school challenges, etc.)



Scan this QR code to read a Schoolbag article on preparing your child for primary school.



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.

Managing Thoughts, Feelings & Behaviour

- Understanding and managing emotions

Strengthening Sense of Self & Purpose

- Identifying and strengthening personal character traits
- Building confidence and self-awareness

Building Positive Relationships

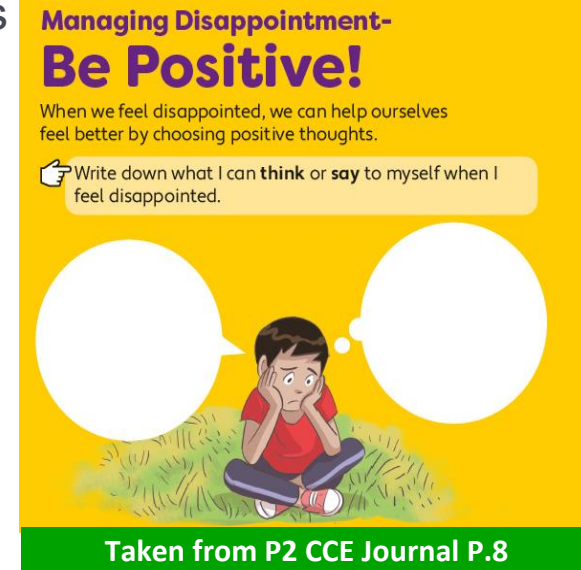
- Developing empathy and care for others
- Embracing diversity and accepting differences

Overcoming Challenges; Managing Changes and Transitions

- Managing change and new experiences
- Developing coping strategies for various situations

Primary 1 and 2

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



An example of a lesson in guiding pupils to manage their emotions. Parents can share their own experiences to model positive ways of managing emotions.

Extending CCE beyond school

Explore the Mental Well-being messages with your child

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

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

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



Family Activities Do we match?

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

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

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

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

We did this together!

Parent's / Guardian's signature

12

Understand and Care for Myself

As parents, how can I help my child?

Don't ...

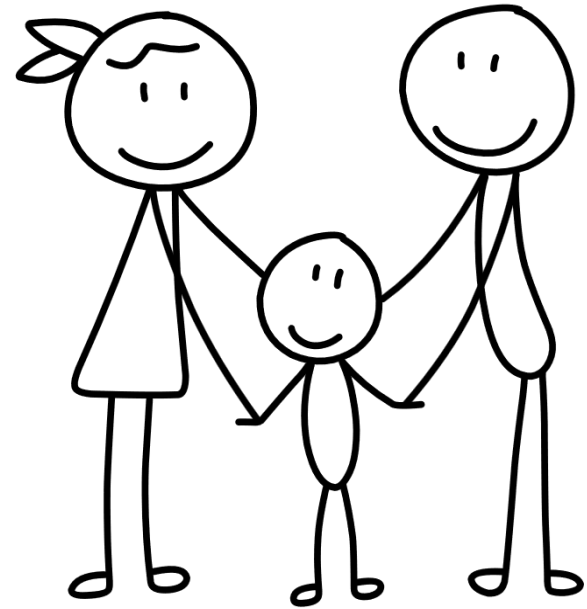
- ☒ put too much emphasis on marks and grades
- ☒ compare your child's performance with that of others
- ☒ give more homework than necessary, or as punishment

Do...

- ☒ monitor your child's daily work
- ☒ give encouragement and support in areas for improvement
- ☒ praise your child for any progress made

Importance of Family Support

School conducts Termly Check-In Surveys and the survey findings 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.



<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

Guidance for children 7 to 12 years old

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

Feedback on ...

Student Care Centre (Raffles Education)

Mrs Sandra Theseira email address:
de_souza_sandra@schools.gov.sg

We want to hear your concerns...



Together, let's prepare our
children for the test of life and
not a life of tests – essence of
Learn for Life movement.



Thank you!

