



Supporting Your Child Through PSLE

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Supporting Your Child Through PSLE

Managing Stress, Screen Use & Different Coping Styles

- PSLE is an important milestone
- Emotional well-being supports learning and performance
- Parents play a key role in helping children manage stress

UNDERSTANDING THE PRESSURE CHILDREN FACE

- Fear disappointing parents and teachers
- Compare themselves with classmates or siblings
- Feel overwhelmed by academic expectations
- Worry about results and secondary school placement

Many children **do not talk openly** about these worries.



HOW STRESS MAY SHOW UP IN CHILDREN

Stress does not always look obvious. It may appear as:

- Irritability, anger or mood swings
- Frequent headaches or stomachaches
- Becoming withdrawn or unusually quiet



DIFFERENT CHILDREN, DIFFERENT STRESS RESPONSES

Children often cope with stress in different ways:

- Some become **overly anxious**
- Some appear **unmotivated or disengaged**
- Some escape into **screens or games**



SECTION 1 — CHILDREN WHO ARE ALWAYS ON SCREENS



WHY CHILDREN TURN TO SCREENS?

- Escape from academic pressure
- Avoid uncomfortable emotions
- Feel in control when overwhelmed
- Distract themselves



For many children, screen use is a **coping strategy**.

WHEN SCREEN USE BECOMES A CONCERN

- Child avoids revision almost completely
- Child becomes very upset when screens are removed
- Screens replace sleep, meals, or social interaction
- Child uses screens mainly to escape stress



COMMON PARENT REACTIONS

(That might not be helpful)

- Sudden total bans
- Scolding or shouting
- Power struggles
- Threats or punishment
- Comparing with other children



⚠ These increase resistance, secrecy, and stress.

HEALTHIER WAYS TO MANAGE SCREEN TIME

- Set clear and predictable limits
- Link screen time to routine (after revision)
- Keep screens out of bedrooms at night
- Have screen-free times (meals, bedtime)
- Offer alternatives (walks, music, board games)

Consistency matters more than strictness.



SECTION 2

OVERLY ANXIOUS

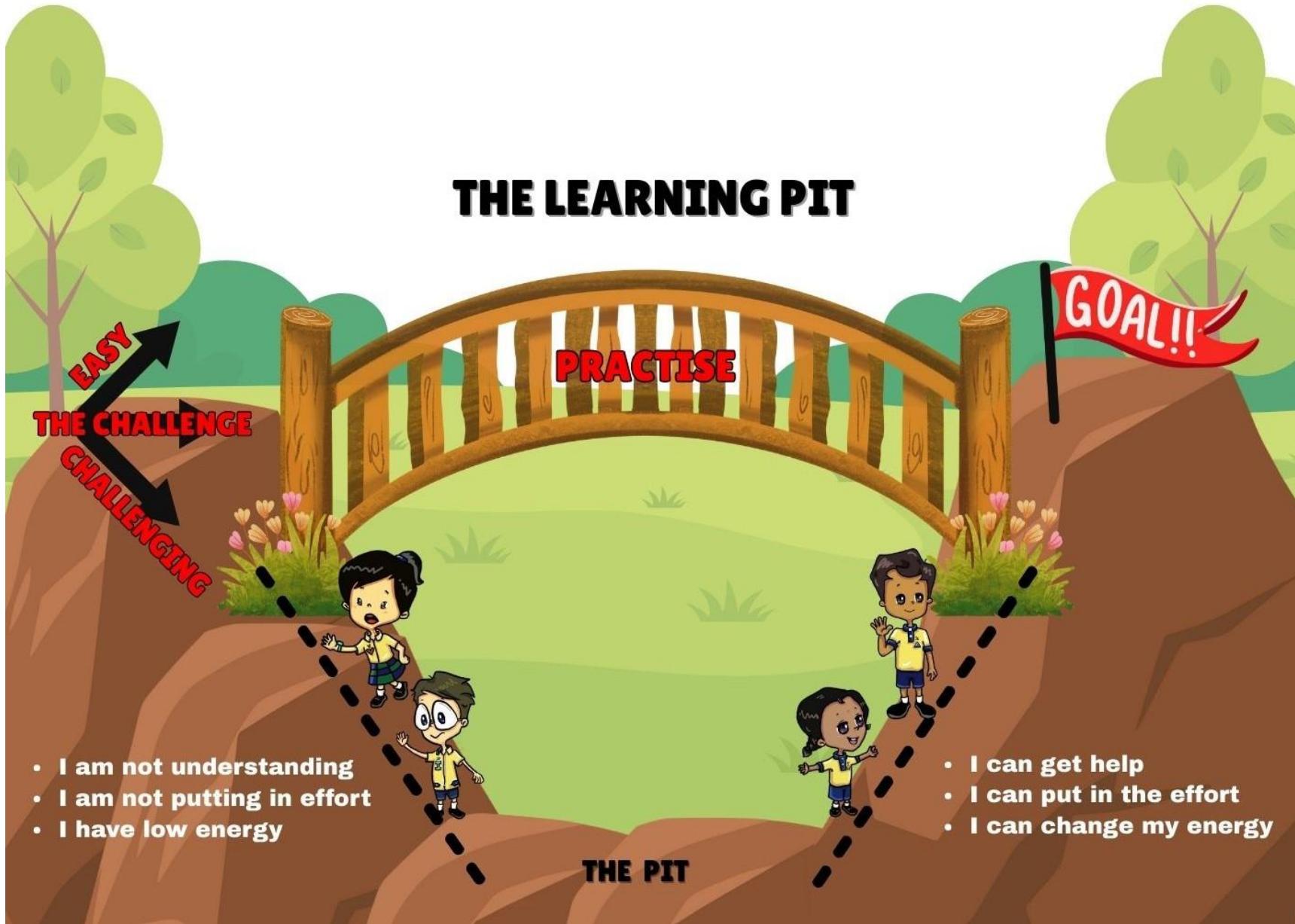
VS

“NOT BOTHERED”

CHILDREN



THE LEARNING PIT



THE OVERLY ANXIOUS CHILD

- Worry excessively about exams
- Fear making mistakes
- Be very hard on themselves
- Over-study or refuse to take breaks
- Experience physical symptoms (headaches, stomachaches)



HOW PARENTS CAN SUPPORT ANXIOUS CHILDREN



Helpful approaches

- Focus on effort rather than marks
- Break revision into small, manageable tasks
- Encourage rest and regular breaks
- Normalise mistakes and setbacks

Avoid:

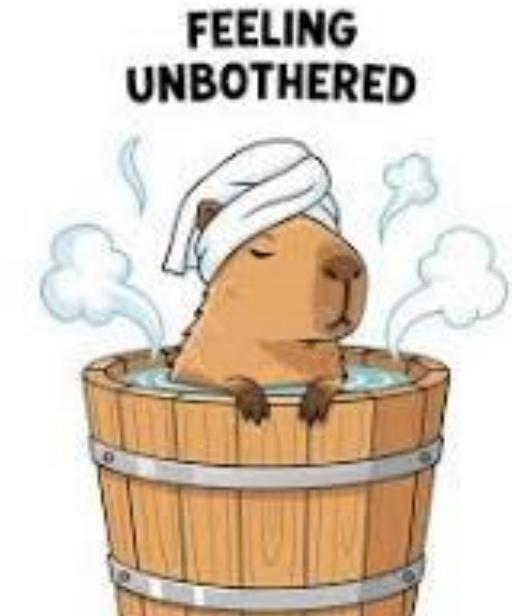
- Constant reassurance (May increase stress)
- Over-checking

THE “NOT BOTHERED” CHILD

- Appear unmotivated
- Say “I don’t care”
- Spend long hours on screens

But may actually be:

- Overwhelmed by expectations
- Afraid of failing
- Protecting self-esteem by disengaging



Avoidance is often a **stress response**.

HOW PARENTS CAN SUPPORT ‘NOT BOTHERED’ CHILDREN

- Keep expectations realistic
- Set small, achievable goals
- Praise effort rather than outcome
- Avoid threats, nagging, or shaming



Connection comes before motivation.

DO NOT COMPARE CHILDREN

Avoid saying:

- “Your sibling managed fine”
- “Other children can do it”

Remember:

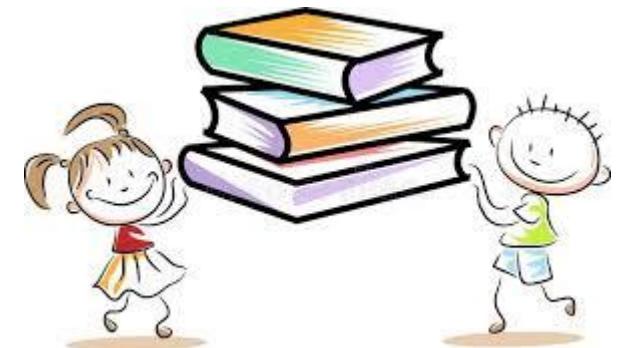
- Every child copes differently
- Comparison increases shame and stress
- Shame shuts down learning



WHAT HELPS ALL CHILDREN

All children benefit from:

- Predictable daily routines
- Calm and regulated adults
- Clear but reasonable expectations
- Knowing they are valued beyond PSLE



WHEN TO SEEK EXTRA SUPPORT

- Avoids going to school or doing revision
- Uses screens as a way to escape stress
- Withdraws or shuts down emotionally
- Form or Subject Teachers
- Year Head (Mr. Razif)
- Assistant Year head (Miss Suganthi)
- School counsellors
(Mrs Cheong & Ms. Adeline)

Early support is helpful and normal.



FINAL TAKEAWAY

There is no perfect child

- Stress can be managed with support
- Your relationship with your child matters most

Your calm presence is the strongest buffer against stress.



Resources

- [What Every Parent Should Know About Screen Time](https://go.gov.sg/screentimeguide2021)
- You can also refer to Student Handbook pg 24-27 for more information.



<https://go.gov.sg/screentimeguide2021>

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