CHIJ (Katong) Primary

Parents' Briefing 2026

The CHIJ KCP Girl Of The

Future

Scan the QR Code below and let us know what you hope to see your daughters become when they leave in Primary 6

The Future Of Learning

Important Changes to the system to support the holistic development of our children

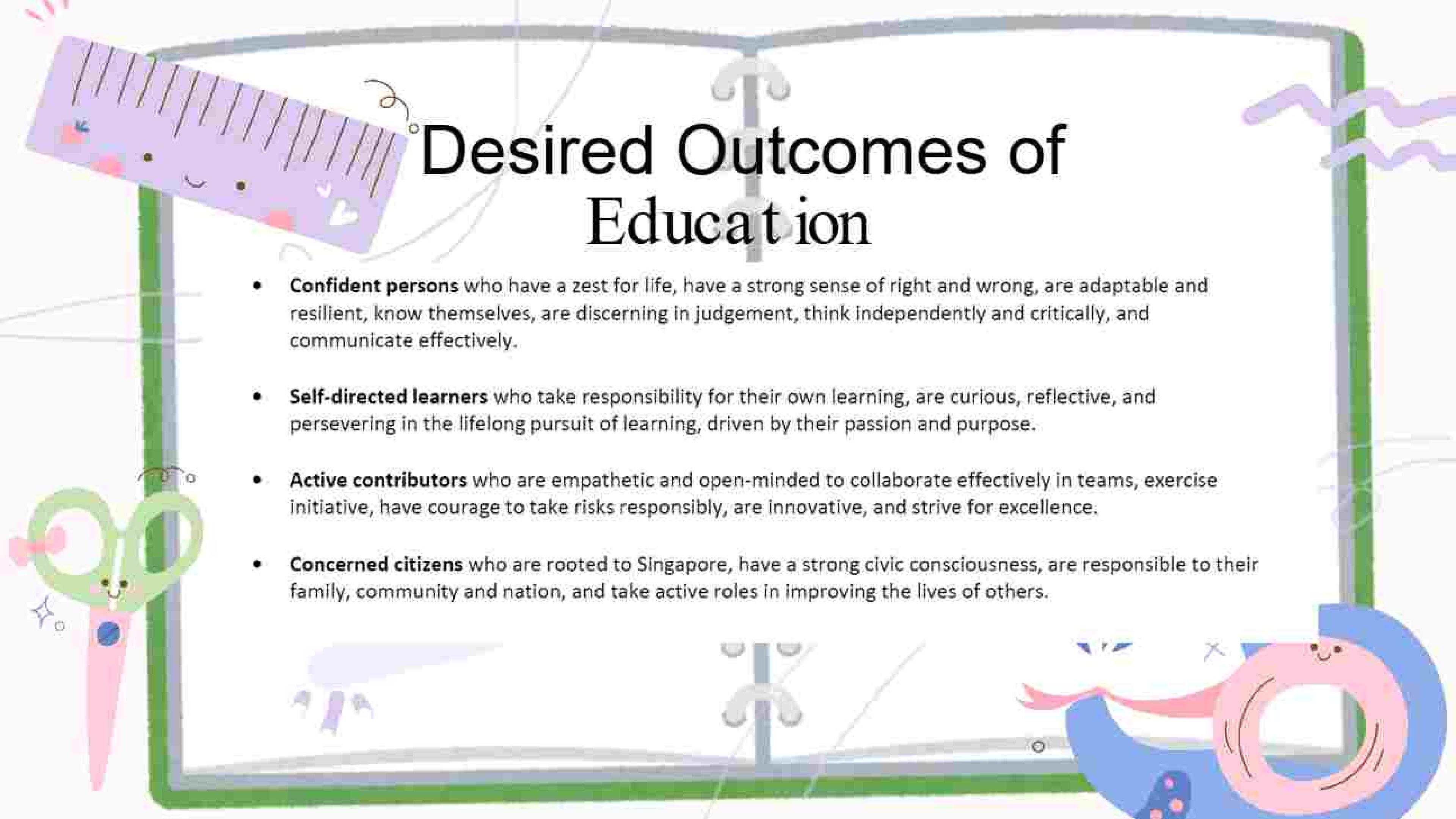# A lot has changed... and will continue to change

Age of information and misinformation

Globalisation and increased interconnectedness

Rapid technological advancement

Changes in employment landscape

Desired Outcomes of Education

- **Confident persons** who have a zest for life, have a strong sense of right and wrong, are adaptable and resilient, know themselves, are discerning in judgement, think independently and critically, and communicate effectively.

- **Self-directed learners** who take responsibility for their own learning, are curious, reflective, and persevering in the lifelong pursuit of learning, driven by their passion and purpose.

- **Active contributors** who are empathetic and open-minded to collaborate effectively in teams, exercise initiative, have courage to take risks responsibly, are innovative, and strive for excellence.

- **Concerned citizens** who are rooted to Singapore, have a strong civic consciousness, are responsible to their family, community and nation, and take active roles in improving the lives of others.

Future of Learning

A movement to transform what and how our students learn so that they are able to thrive and harness opportunities in our rapidly changing world.
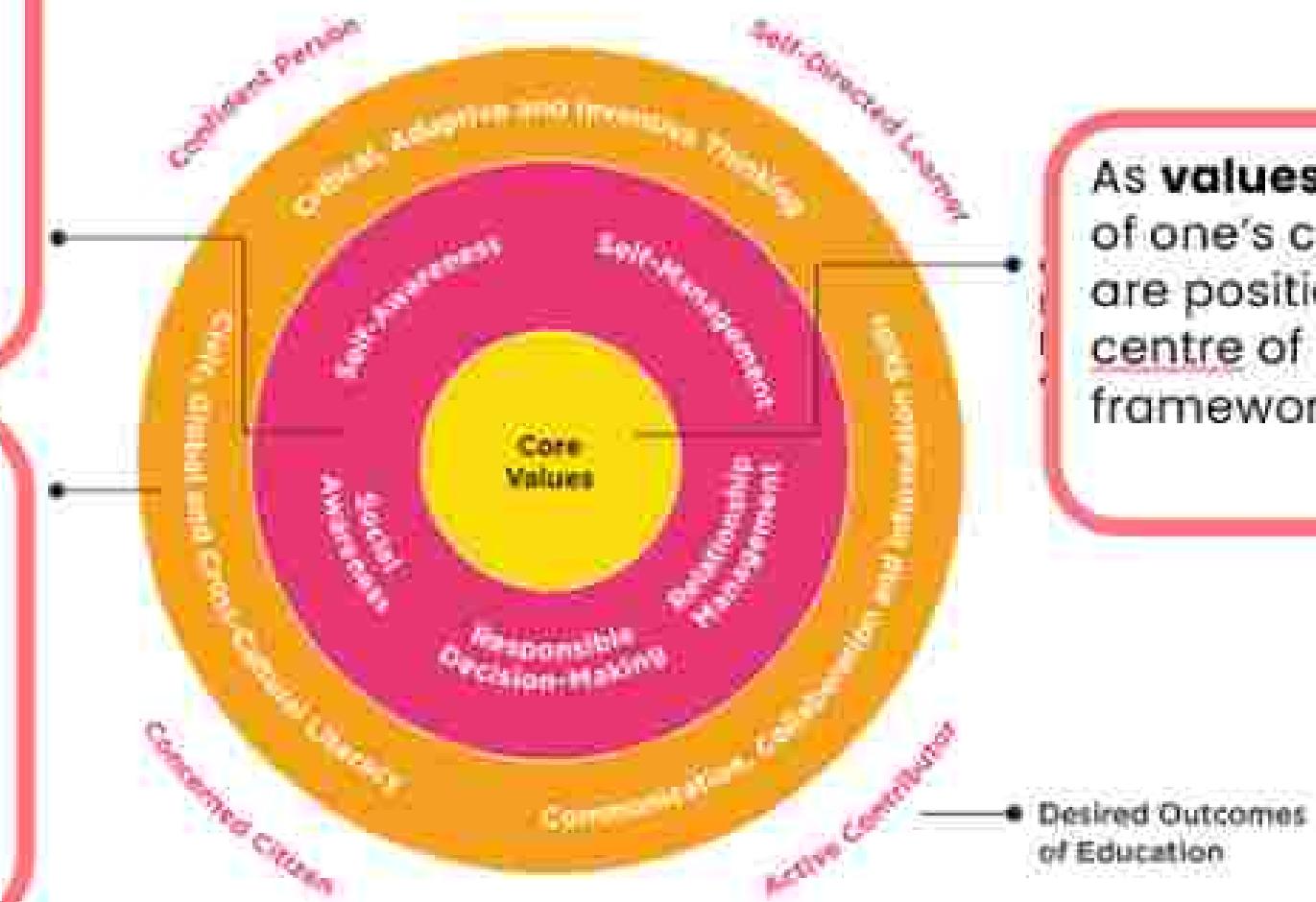

Strengthen 21st Century Competencies

Educational Technology as capability multiplier

Reimagine learning spaces and partnerships to provide rich learning contexts

Intentional and holistic development of 21CC

The inner ring of **Social-Emotional Competencies (SEC)** are necessary for students to enact their values purposefully and demonstrate good character in all contexts of life.

The outer ring of **Emerging 21st Century Competencies (E21CC)** enable students to thrive in and beyond school while living, learning and working in rapidly changing, highly digitalised and interconnected environments.

As **values** form the core of one's character, they are positioned at the centre of the framework.

Core Values

Self-Awareness

Self-Management

Social Awareness

Relationship Management

Responsible Decision-Making

Critical, Adaptive and Inventive Thinking

Civic, Global and Cross-Cultural Literacy

Communication, Collaboration and Information Skills

Confident Person

Self-Directed Learner

Concerned Citizen

Active Contributor

Desired Outcomes of Education
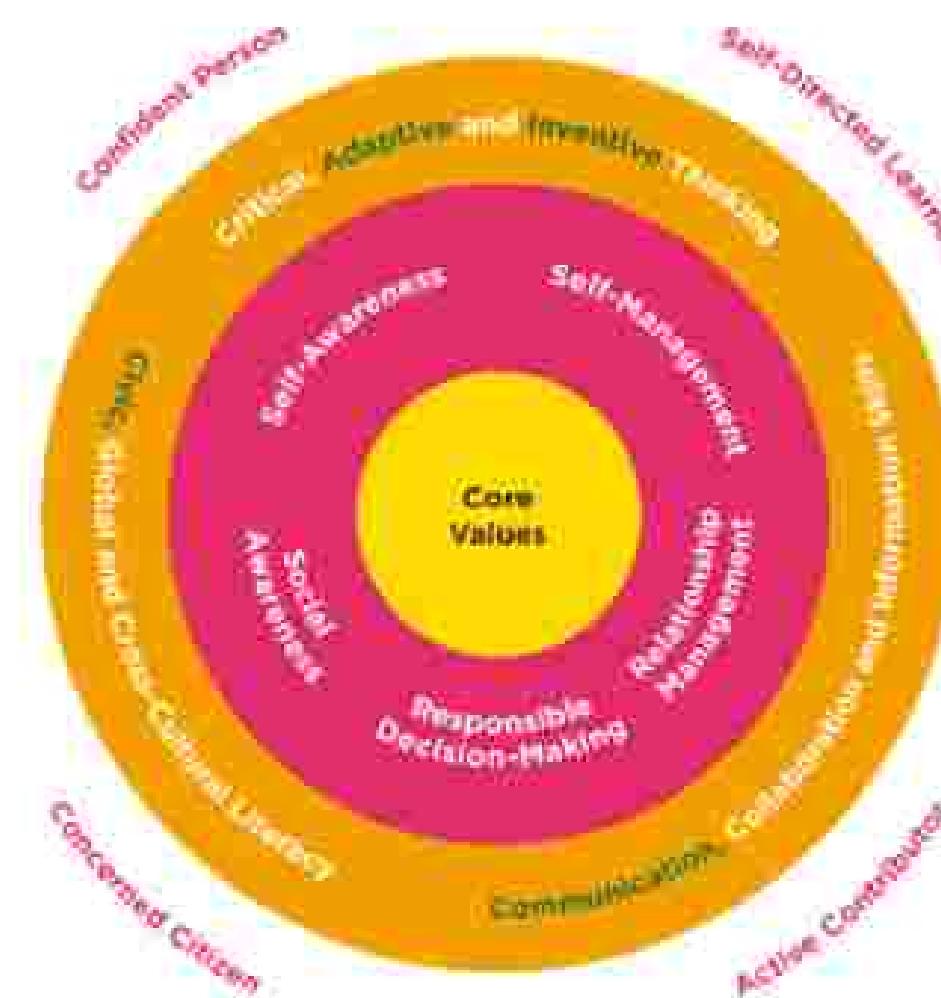
©2023 Ministry of Education, Singapore

The development of values, SEC, and E21CC are (i) **complementary** and **mutually reinforce one another**; and (ii) should be **intentionally designed for and facilitated.**

Adaptive Thinking

i. Assesses different contexts to make connections and draw new insights

ii. Manages complexities and ambiguities

Inventive Thinking

i. Explores possibilities and generates novel and useful ideas

ii. Evaluates and refines ideas to formulate novel and useful solutions

Civic Literacy

i. Demonstrates understanding of values, ideals and issues of significance

ii. Plays active and constructive roles

Communication

i. Effectively communicates information and co-constructs meaning

ii. Engages empathetically with diverse perspectives

Confident Person
Self-Directed Learner
Critical, Adaptive and Inventive Thinking
Self-Awareness
Self-Management
Social Awareness
Relationship Management
Core Values
Responsible Decision-Making
Civic, Global and Cross-Cultural Literacy
Communication, Collaboration and Information Skills
Concerned Citizen
Active Contributor

Within the E21CC priority areas, our students need to be...

Adaptive Thinking

i. **confident** in situations in which they do not have established answers and **resilient** in the face of failure; and

ii. able to respond to changing contexts **nimbly**

Inventive Thinking

i. **curious** and **reflective** about what they learn, while being driven by a sense of purpose; and

ii. cognitively **flexible** in approaching problem-solving

Civic Literacy

i. **willing to act** with shared commitment and ideals when engaging with social and global issues, while remaining grounded in the Singapore context; and

ii. **discerning** enough to critically assess information that they encounter online and evaluate societal issues

Communication

i. **courageous** and spontaneous in voicing new ideas and able to persuade others; and

ii. **open-minded** and **empathetic** so that they can communicate and collaborate across different cultures

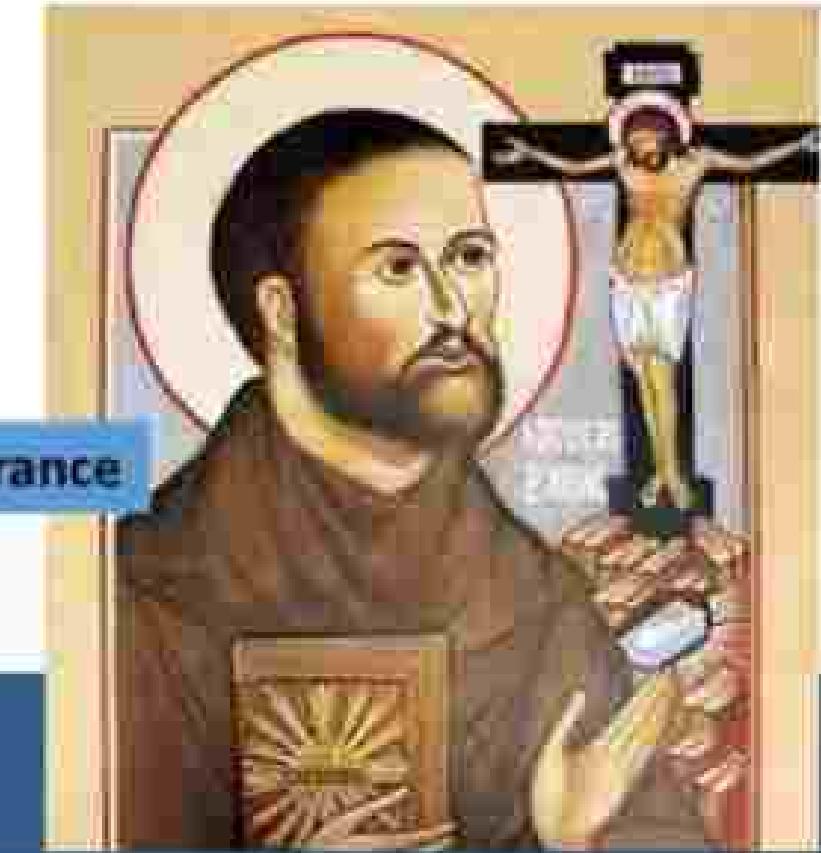# CHIJ (Katong) Primary and the Future - Ready Learner

Our CHIJ Journey

- Influenced a small group of young women to first accept to live a life with Jesus
- "Instruct, educate and form" the young,
- The poor and deprived children in France.
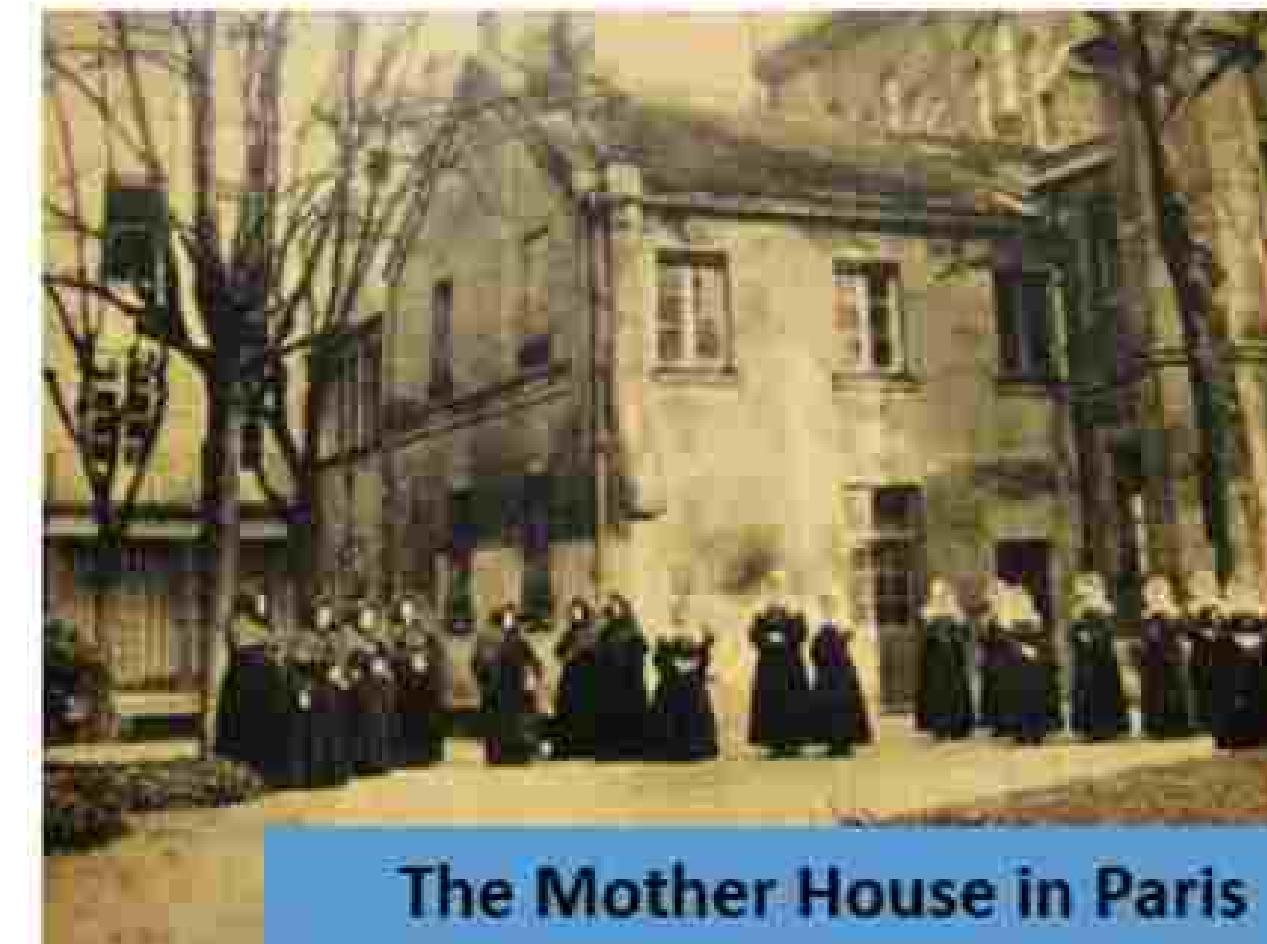- They had the spirit of Jesus, whom God had given to the world.

Lack of education for girls

Lives of the poor in France

Poor houses in France

Our Founder, Blessed Nicolas Barre

- Simple rule of life for them in "Statutes and Rules" (1677).

- A way of life to live together in community.

- This was the first call to community, and this is the same call we are continuing within our schools.

- Christ-centered community we see in our schools, where all work together for the promotion of truth, justice, freedom and love.

Early Beginnings in Rouen
The Little Schools

The Mother House in Paris

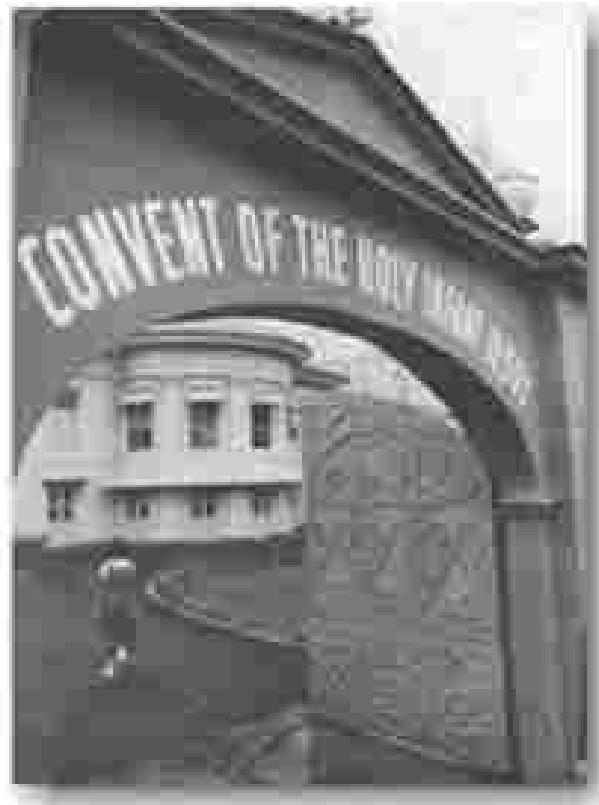# Our CHIJ Journey

Infant Jesus Sisters' Mission

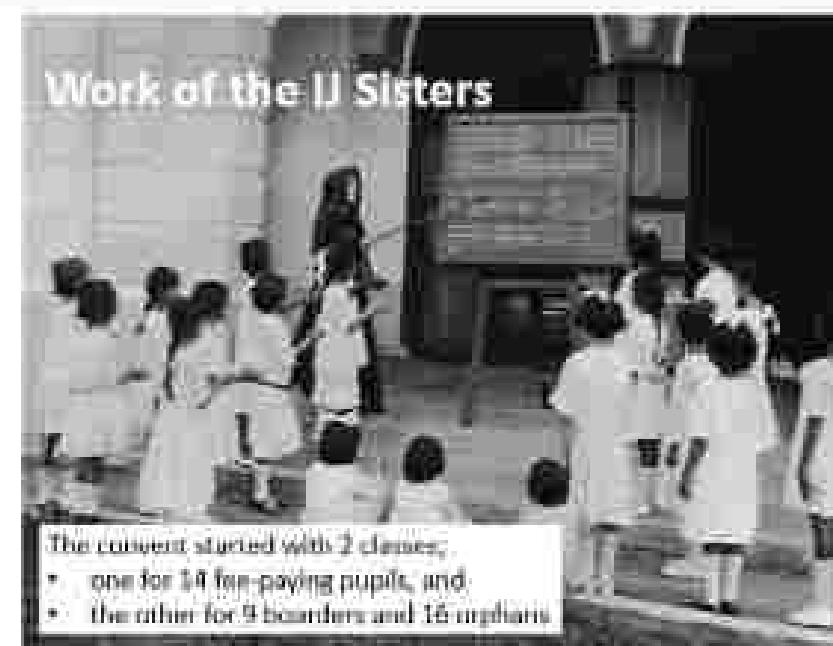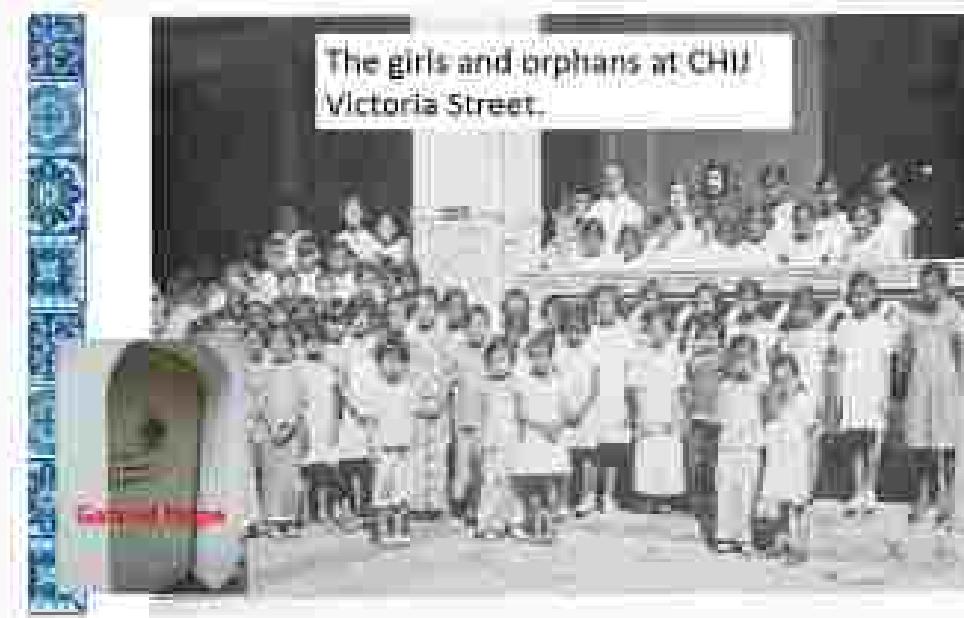

Arrival of IJ Sisters in the Far East

IJ sisters boarding a ship heading eastward

The first group of IJ Sisters arrived in
Penang in October 1852.

- **Form a community of young women for mission.**

- **For Blessed Nicolas Barre, the Institute of the Infant Jesus sisters had its origin in the very heart of God.**

- **God's call to commit themselves in mission, giving their services freely and out of pure love to the persons entrusted to their care**

- **Form a Christ centred community as the inspiration of their lives of commitment.**

Set up first CHIJ School at Caldwell House, (CHIJMES) Victoria Street

The girls and orphans at CHIJ Victoria Street.

Work of the IJ Sisters

The convent started with 2 classes;
- one for 14 fee-paying pupils, and
- the other for 9 boarders and 16 orphans

MISSION OF CHIJ SCHOOLS:

1. CHIJ School is a Christ-centred school community where all work together for the promotion of truth, justice, freedom and love, with special reference to the needs of persons who are disadvantaged in any way.

2. An Inclusive Community that believes in the worth and dignity of each person.

3. Well – rounded education to all students.

4. Care and Concern for all.

5. Everyone's unique talents and potential are valued.
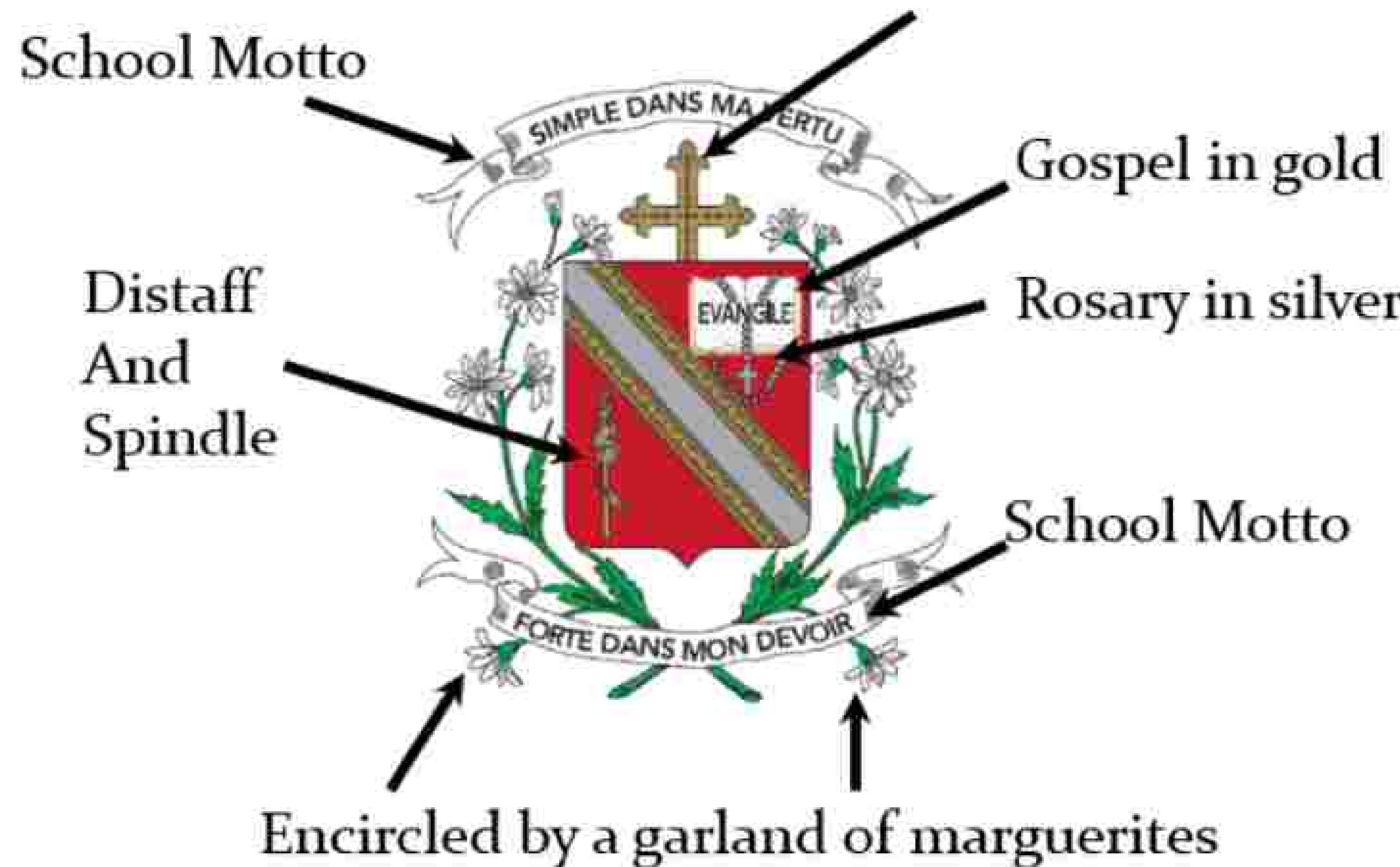
SIMPLE IN VIRTUE

• To be noble in character
inspired by a desire to live according to God's will

STEADFAST IN DUTY

• To show strength of character
in the commitment of service to others

Topped by a gold cross

School Motto

Gospel in gold

Distaff And Spindle

Rosary in silver

SIMPLE DANS MA VERTU

EVANGILE

FORTE DANS MON DEVOIR

School Motto

Encircled by a garland of marguerites

Our School Crest

- The **red** shield symbolizes the all-embracing message of love.

- The **Cross** is a reminder that the source of inspiration, dedication and fidelity comes from Christ.

- The **open gospel** and **rosary** express the foundation of faith lived out and the story of the gospel as seen through the eyes of the virgin Mary.

- The **distaff** and **spindle** are the symbols of womanly labour which remind us of the dignity of work.

- The **marguerites** are a symbol of purity and simplicity, characterizing our relationships at every level.

Women of Grace and Substance

		Student Perspective
Women of Grace	Respect	Is humble
		Respectful of self.
		Respectful of others.
		Respectful of school and environment.
Women of Substance	Self – Discipline	Faces challenges with resilience and adaptability.
		Has the discipline to stand up for what is right.
		Is prayerful.
		Has a strong sense of self.
		Is self – directed in what she wants to achieve for her life.
		Has a mindset of inquiry.
		Steps out of comfort zone and innovates to make a positive difference to the lives of others.
	Compassion	Supports all in the community regardless of their differences.
		Believes in the worth and dignity of each person.
		Is empathetic and sensitive to the feelings, thoughts, and experiences of another.
		Actively contributes to the community, especially to the last, the least, and the lost.
		Has a strong sense of service.
	Integrity	Has a strong moral compass and knows what is right and wrong.
		Is honest.
		Has the moral courage to stand up for what is right.
		Communicates thoughts, opinions and ideas with passion and sincerity.

MANY GIFTS, ONE MISSION

| INFANT JESUS | MONTFORT BROTHERS OF ST. GABRIEL | BROTHERS OF THE CHRISTIAN SCHOOLS | CANOSSIAN DAUGHTERS OF CHARITY | OUR LADY OF CHARITY OF THE GOOD SHEPHERD | DIOCESAN | FRANCISCAN MISSIONARIES OF MARY | MARIST BROTHERS |

CHARISMS OF THE VARIOUS FOUNDERS ARE UNDERPINNED BY CATHOLIC SOCIAL TEACHING

HUMAN DIGNITY

I AM MADE IN THE IMAGE AND LIKENESS OF GOD:
I AM CALLED TO BE THE UNIQUE INDIVIDUAL THAT GOD HAS CREATED ME TO BE

COMMON GOOD

MY ULTIMATE PURPOSE OF LIFE SHOULD INCLUDE
A STRONG SENSE OF SOCIAL MISSION FOR THE COMMON GOOD OF OTHERS

CATHOLIC EDUCATION: TO LOVE, DIGNIFY, SERVE AND LEAD

Scripture Reading (Matthew 13:31-32)

31 Jesus told them another parable: "The kingdom of heaven is like a mustard seed, which a man took and planted in his field. 32 Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches."

CHIJ (Katong) Primary Our Journey

Key areas of focus:

1. 21 CC development especially adaptiveness, resilience and collaboration.
2. Empowerment and Advocacy to make a positive difference.
3. Upstream Efforts to bring about a caring and enabling environment:

(a) How Girls Learn – Unleashing the motivation to learn.

(b) Understanding the WHOLE child.

(c) Friendships – Everyone a peer supporter.

School Themes
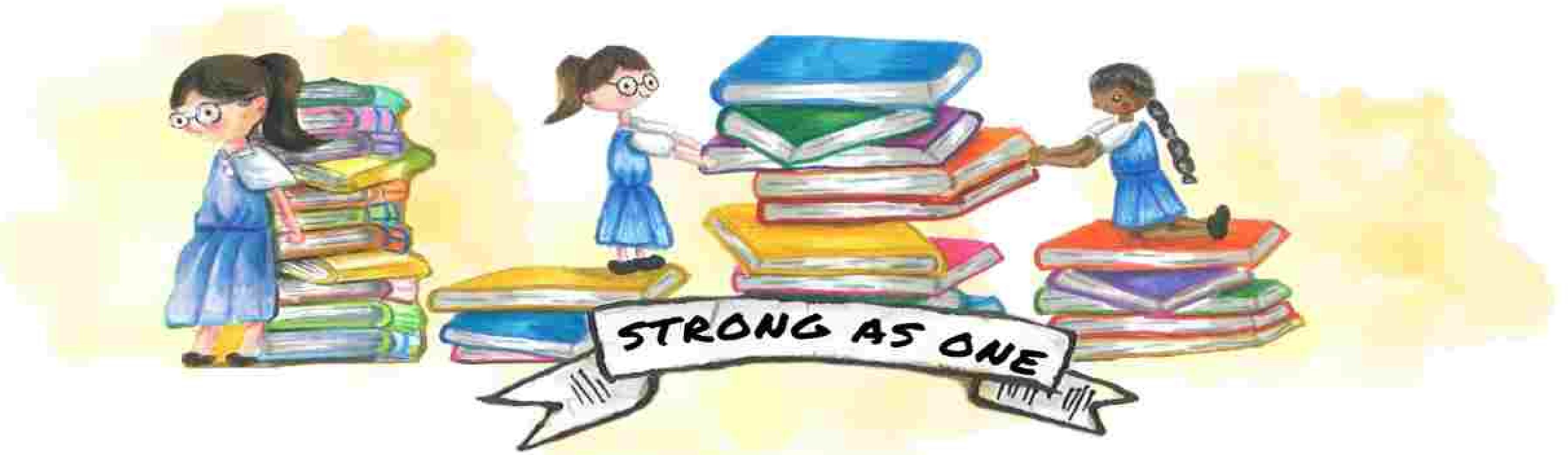

Our School Theme

1. Being proud of who you are.
2. Building resilience and gratitude.
3. Building self – discipline.
4. Building a strong body and mind.

1. God and Prayer as anchors for challenging times
2. Gratitude
3. Service

1. To be of service to all especially the last, least and the lost.
2. To 'see' others and acknowledge the presence of everyone.
3. To support those in need, so that no one is ever alone.
4. To love and be responsible to the environment – class, level, school, home, community.

Theme for 2026

STRONG AS ONE

Designed by Lim Huiliang EM3, 2025

Strong As One
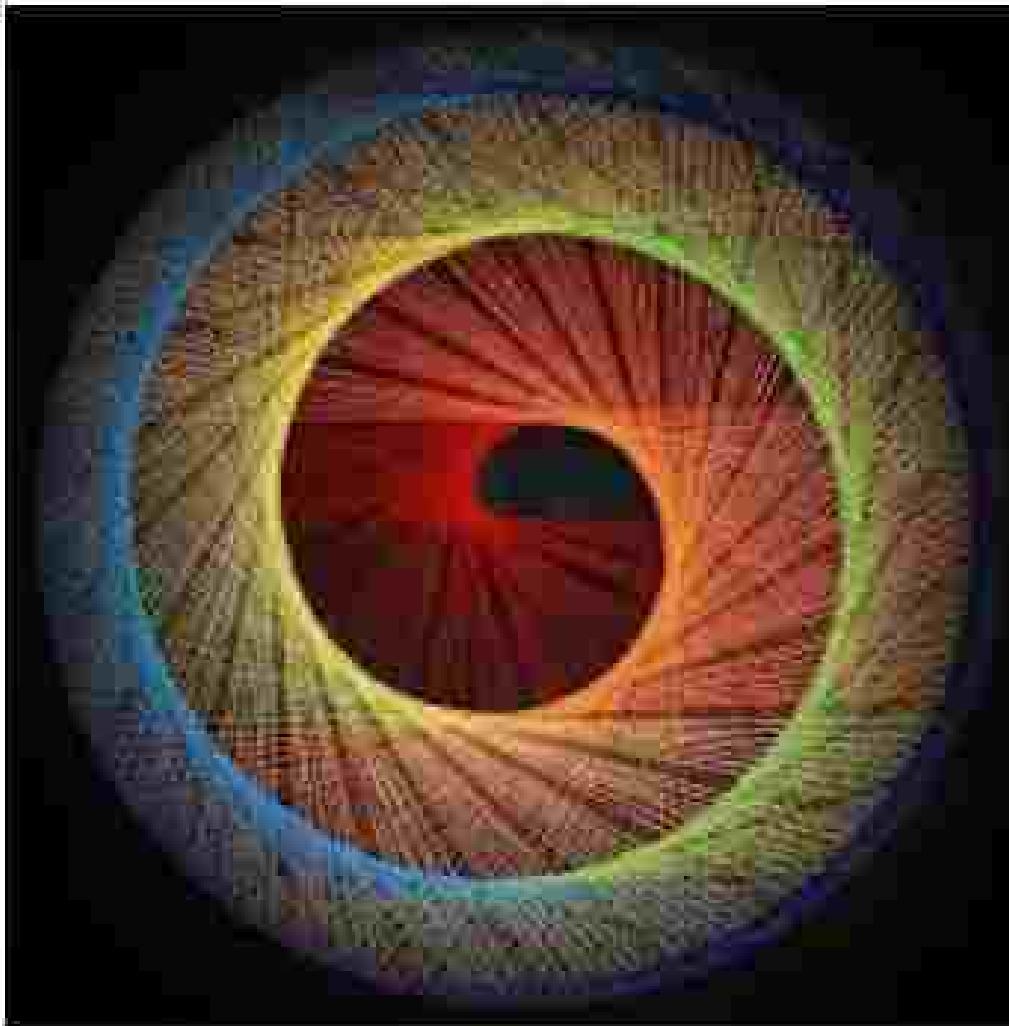
Every Voice Matters;
Every Gift Strengthens

Strong As One – Unbreakable Together

- **The Three Brothers & The Bundle of Sticks** - the classic, a father shows his three fighting sons the power of unity with sticks, proving that a united front is unbreakable, unlike their individual disputes.

- **The Fire-Ant and the Hunter** - the story of fire-ants who, by working together, successfully deter a hunter from destroying their home. Their small size is overcome by their large numbers and coordinated effort.

- How two people are better than one, offering mutual aid if one falls and providing warmth when together. It concludes that while one person can be overcome, two can resist, and a threefold cord is not quickly broken. **Ecclesiastes 4:9-12**

Individually capable, collectively unbreakable

These tales consistently show that individuals, like single sticks, are fragile and easily overcome, but when bound together in purpose (like a bundle of sticks or a united flock), they become powerful and resilient against adversity.

The Unbreakable Cord

The word **cord** comes from the Old French corde, which derived from the Latin chorda, meaning "string of a musical instrument."

The cord symbolizes **unity as strength** because a single strand is weak and easily broken, but when **multiple strands** (like two or three) are twisted together, they form a **strong, resilient rope** that's much harder to snap, visually demonstrating how individuals gain immense **power**, **support**, and **endurance** by joining forces in community, faith, or relationships.

Strong As ONE Person

We want our girls to believe these:

- I am strong and brave.

- I am confident and resilient.

- I stand up for what is right.

- I use my gifts to make a positive difference.

Strong As ONE Community

- We grow stronger when we help and learn from each other.

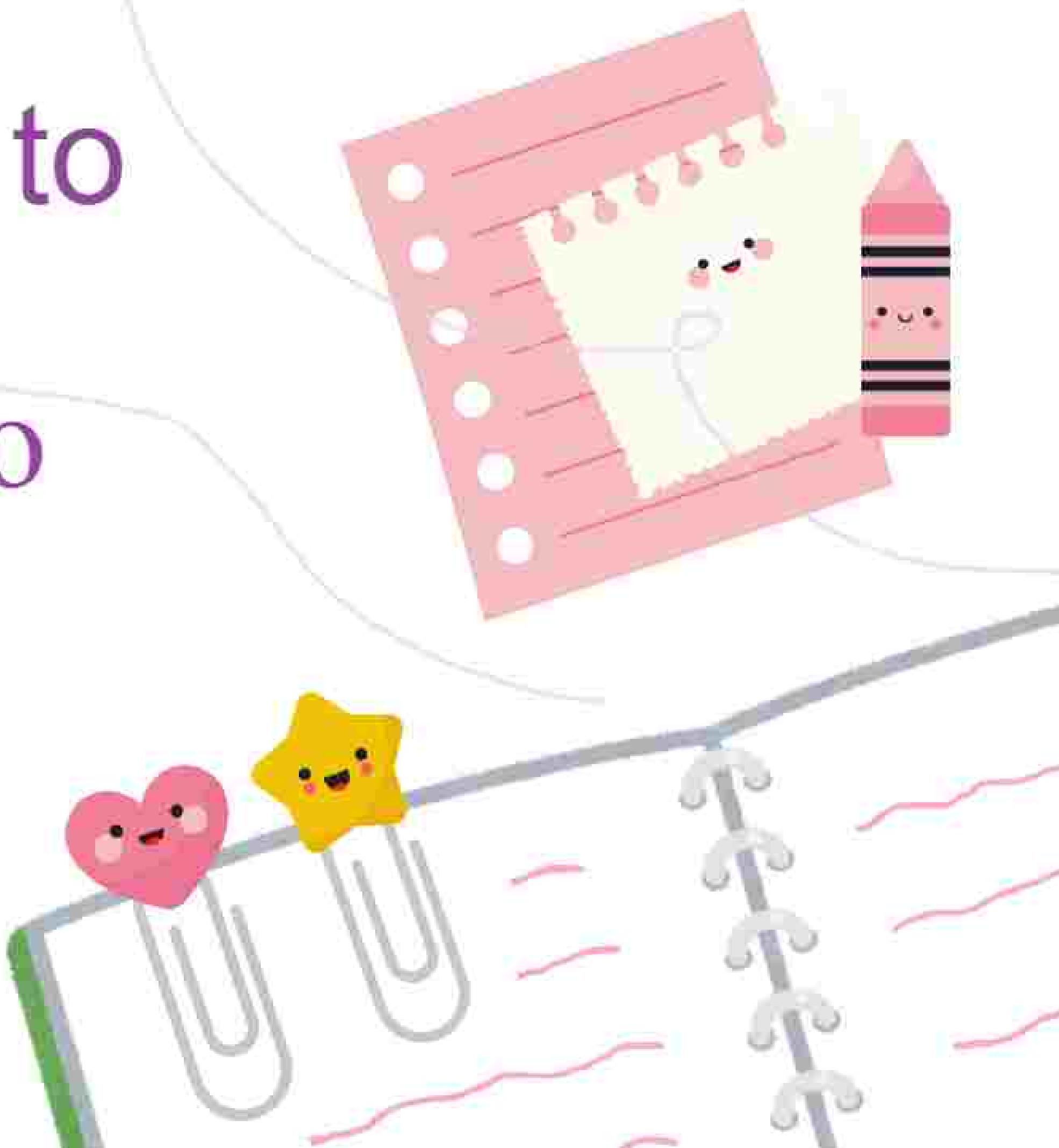- We are never alone.

- Our differences make us stronger.

STRONG AS ONE

How We Can Be Strong As One

✓ Work together as a team

✓ Encourage someone

✓ Show kindness and compassion

✓ Speak up to support others

CHIJ (KATONG) PRIMARY

STRONG AS ONE

Key Changes to school programmes to bring about empowered IJ Girls

Authentic Learning Experiences that bring about the Joy Of Learning

Explicit Integration of 21CC into the classroom curriculum.

Focus on meta cognition – thinking and reflecting about one's own learning for self – improvement.

Key Programmes/Platforms:

Mid Year Learning Festival

Ed – Tech to develop independent and collaborative learning

Overseas Immersion Trip

P5 Adventure Camp and P3 Swimsafer Programme

CCAs

PAL

ASP workshops

IJ's Got Talent

STRONG AS ONE

The aim is to provide and foster authentic platforms for the girls to put to use their knowledge and skills in real – life situations, experience productive failure, adapt and try again.

An Empowering Curriculum to develop resilient
and future – ready learners.

GROWTH MINDSET

Growth Mindset
The Power Of Yet
Termly Mantras
Gratitude

CHIJ (KATONG) PRIMARY

A Vibrant Learning Environment

Place – Based Education that takes learning beyond the classroom.
In the pipeline:
Ed – Tech and Maker's Space.

CH_ _KAT_NG) PRIMARY

Community Student Leaders who actively contribute.

Focus on empowerment and advocacy:

Student – Initiated VIA projects.

Refinement of Student Leadership training and development based on 5 PEL.

Student – led forums and dialogues.

CCA and VIA.

Extension of IJ Ambassadors to: Student IJ and Parent IJ Ambassadors

Deepened connection with Katong Convent

CHIJ (KATONG) PRIMARY

Student Affect and The Motivation to Learn: How Girls Learn:

The Starting Point is the CHILD.

Meaningful Connections with each child- relationship building between teacher and child to unleash the motivation to learn.

Tightening of use of cohort/class and level data and strategies to close gaps.

Tightening of relationship building with peers.

Tightening of holistic profiling and support.

Tightening of bonding structures – Upstream Efforts for friendships and anti – bullying (including Cyberwellness).

STRONG AS ONE

A CHRIST – centered community that embraces all.

Spiritual Development:

Bible Bonanza

KCP Sings

Learning Journeys

Lent

Easter Carnival

Thanksgiving and Christmas

STRONG AS ONE

Expectations of a CHIJ (KCP) Girl
To build a CHRIST – Centered
Community together

Follow all school rules and class rules:
- Respect public property.
- No Vandalism.
- No Bullying or meanness.
- No physical meanness at ANY Time.
- Be punctual.
- No what's app or online chat groups.
- No social media.
- No use of phone or smart watches while in school.
- Follow all dismissal procedures properly.

CHIJ (KATONG) PRIMARY

STRONG AS ONE

Expectations of a CHIJ (KCP) Girl
To build a CHRIST – Centered Community together

Independence and Self – Discipline:
- P5 and P6 girls to move from venue to venue on your own – to maintain self – discipline when doing so.
- Submit work that is well done and on time.
- Focus in class, and while your teacher is teaching.

NOTES TO SELF

STRONG AS ONE

CHIJ (KATONG) PRIMARY

Expectations of a CHIJ (KCP) Girl
To build a CHRIST – Centered Community together

Respecting the school and the environment:

- Reduce waste especially food waste.
- Switch off lights, fans and air conditioning when not in use.
- Recycle paper, plastics and tins.
- Keep ALL toilets clean.
- Keep canteen tables clean.
- Clean up after yourselves.

RESPECT

RESPECT

STRONG AS ONE

CHIJ (KATONG) PRIMARY

Expectations of a CHIJ (KCP) Girl
To build a CHRIST – Centered Community together

Grooming:
- Hair to be neat and tidy at all times.
- Pinafores to be ironed.
- White shoes.
- Shoes to be cleaned and used with white school socks.
- Simple earrings (studs).
- Simple hair ties (black).
- No bracelets – religious items should be concealed.

you LOOK good

STRONG AS ONE

CHIJ (KATONG) PRIMARY

Expectations of a CHIJ (KCP) Girl
To build a CHRIST – Centered Community together

Living our IJ Dream:
- No one should be alone.
- No one should feel hurt by the words or actions of someone else.
- Support and love everyone, even when you do not agree with them.
- Take care of your teachers, cleaners and office staff.
- Smile and greet everyone.

EVERY THING STARTS WITH A DREAM

STRONG AS ONE

CHIJ (KATONG) PRIMARY

Other Important Information

IMPORTANT

- Rosary Thursdays for Catholic Girls.
- Silent Reading during morning assembly on Thursdays and Fridays.
- Thursday (English Book).
- Friday (Mother Tongue Book).

STRONG AS ONE

Other Important Information

IMPORTANT

Canteen and Recess Updates:

1. All menus can be found on the school website.
2. All menus abide by MOE and HPB guidelines.
3. All meals come with meat, vegetables and fruit.
4. Please encourage your daughters to eat the entire meal and not waste any food.
5. Free Play during recess.

STRONG AS ONE

CHIJ (KATONG) PRIMARY

Other Important Information

IMPORTANT

School Bus:
1. The girls have been briefed on their bus behaviour.
2. On the bus, they should not be (a) eating (b) sharing food (c) playing on their phones (d) playing games.
3. They should be belted, reading or keeping to themselves.
4. They should speak quietly so as not to distract the driver.

STRONG AS ONE

Other Important Information

IMPORTANT

Assessment

1. The school adopts a holistic approach to assessment.
2. In our school, assessment is an integral part of daily teaching and learning.
3. We aim to develop the Joy of Assessment – not fear and anxiety for a test or for the subject.
4. Most assessments are formative in nature – information used by teacher and student to improve.
5. Modes of assessment:
(a) Pen and Paper
(b) Performance
(c) Portfolio
6. There is a no retainment or banding policy in the school.
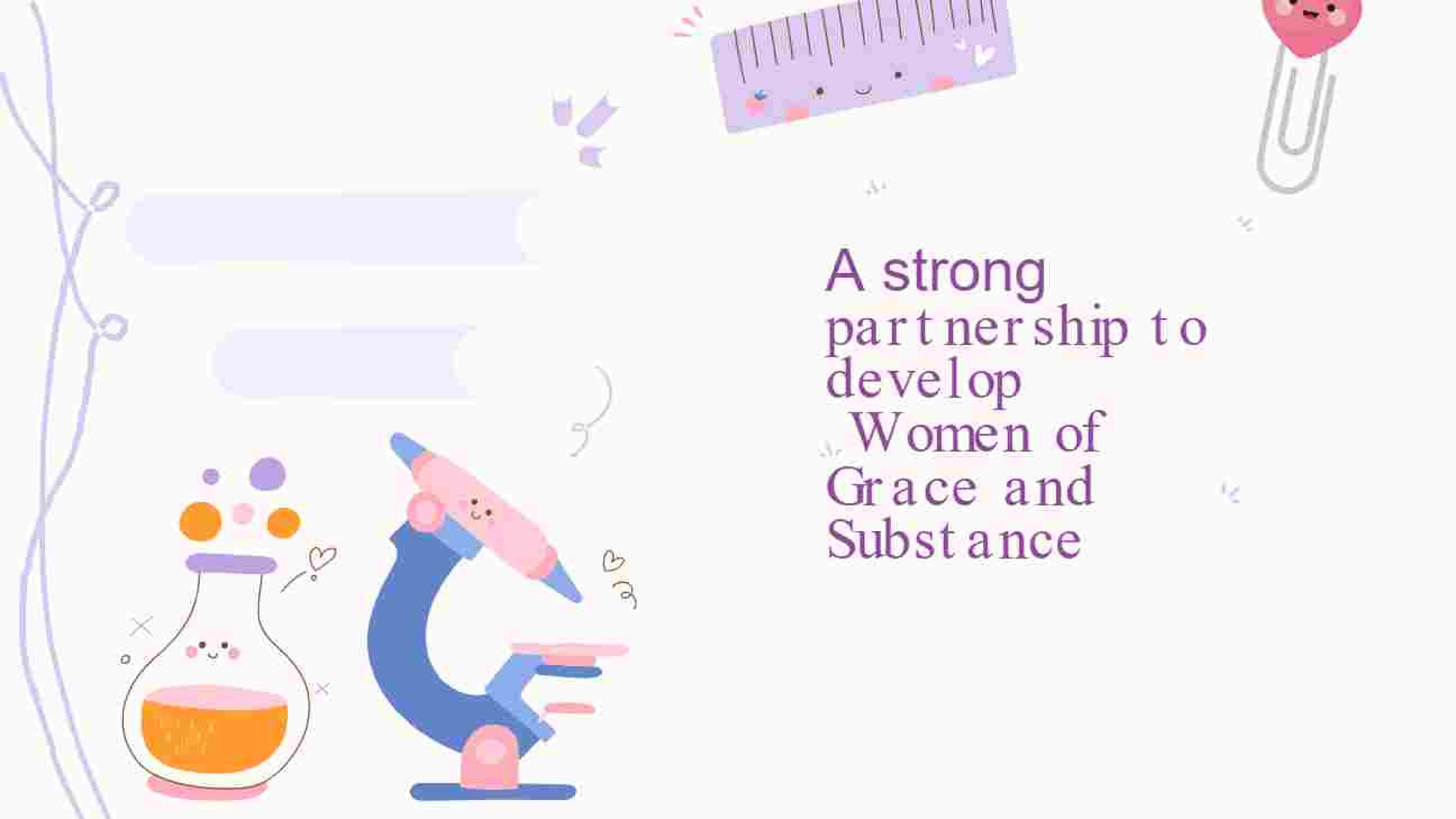
STRONG AS ONE

CHIJ (KATONG) PRIMARY

Other Important Information

P5 and P6 Standard and Foundation Classes

1. At the end of Primary 4, students who need more support in a subject will be offered to take up the subject at the foundation level.
2. The subject will be more manageable, allowing for motivation rather than stress and anxiety.
3. It will also allow your daughter to focus on her other subjects which could be weak as well.
4. The school will determine foundation subjects based on:

(a) Her overall academic growth for the entire year (not just a single – point examination).

(b) Her projection of PSLE. If there is a chance of her getting an AL8, she will be moved to foundation so that she can still go to secondary school.
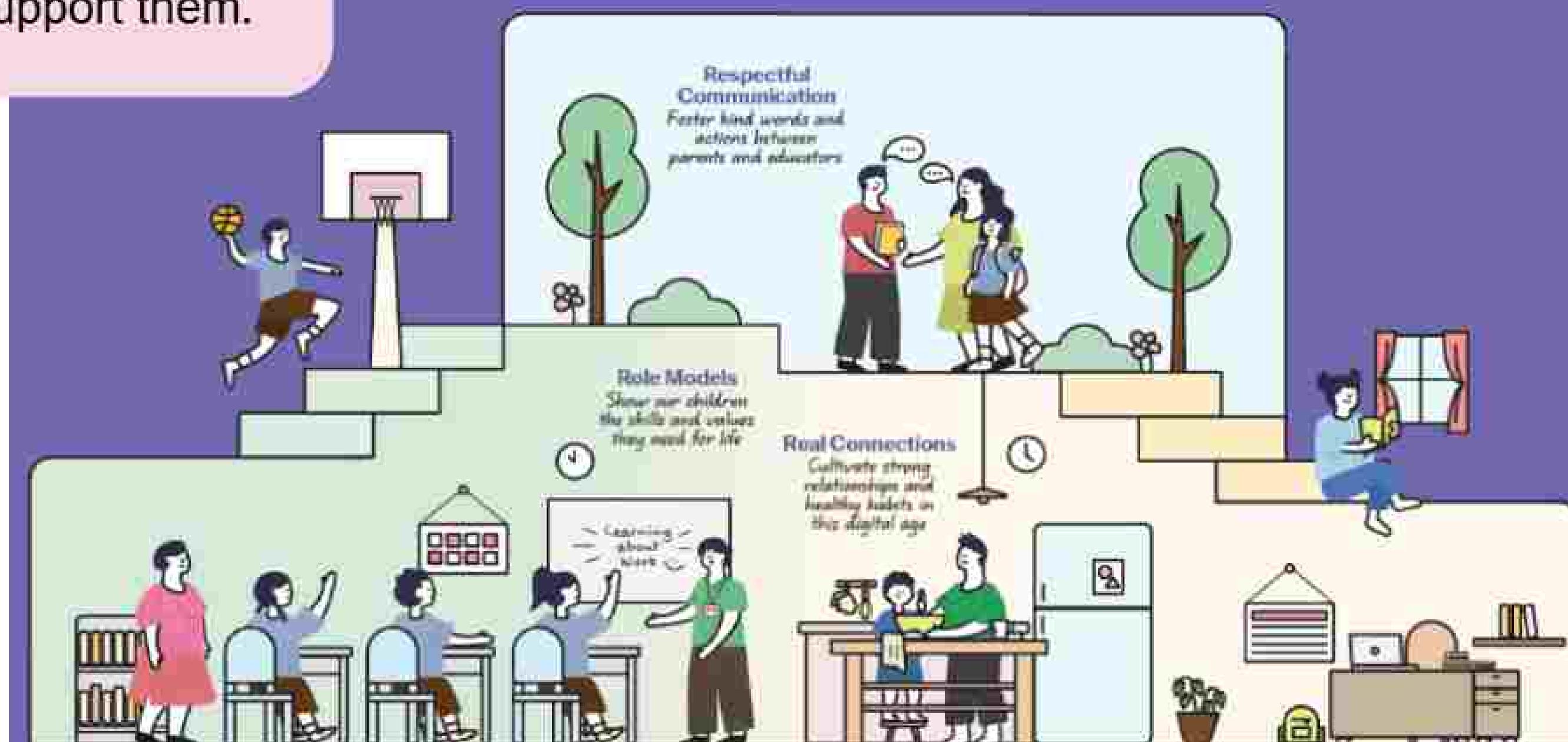
CHIJ (KATONG) PRIMARY

STRONG AS ONE

A strong partnership to develop Women of Grace and Substance

Our children do best when schools and parents work hand in hand to support them.

Cyber Wellness

It's more than saying no to devices.

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**.
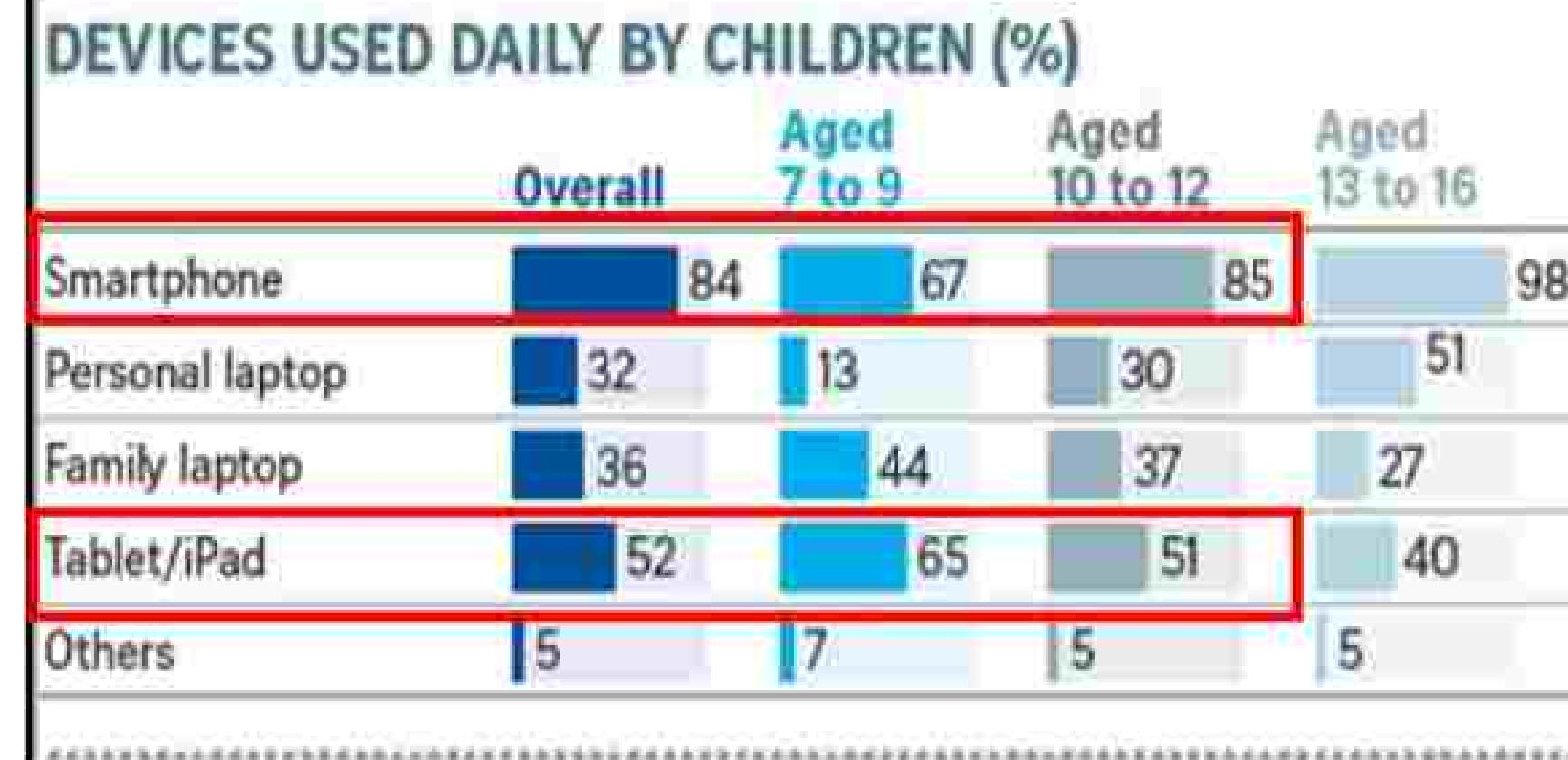
What does this mean?

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

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

58

AGE WHEN THEY STARTED USING SOCIAL MEDIA (%)

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
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)

Are you concerned about what your child
sees and interact with online?
What are some of these concerns?

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.

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

CURRENT REALITY
Types and frequency of harmful content our children are exposed to

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

Parents might not be aware, but...

1 in 3 children has chatted with strangers online	1 in 3 children has been exposed to pornographic materials	1 in 4 children has overshared their personal information

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)

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 <u>**before**</u> **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.

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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 1 and 2

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

Basic online safety rules
- Talking to only people you know

Cyber Contacts
- Understand that the profiles of strangers that we see online may not be their real identities
- Recognise the dangers of chatting with strangers online

Importance of a balanced lifestyle
- Especially in exercise, sleep and screen time for health and well-being

Protecting personal information
- Understand the risks of disclosing personal information

Family Chat Time!
Share with your family members:
- What are the safety rules I must follow to keep myself safe online?
- What do I know about tricky people?

My child/ward knows how to keep safe in the cyberworld!

Parent's / Guardian's signature

Explore Cyber Wellness messages with your child through the **CCE (FTGP) Journal by participating in "Family Time"** activities in the journal.

Primary 3 and 4

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

Balanced use of digital devices
- Time management and spending time on screen-free activities

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

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

How to stay safe online
- Steps to take to determine if an online friend is trustworthy

Discuss your child's healthy screen time pledge at home and cultivate accountability.

Primary 5 and 6

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

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

Importance of cybersecurity
- Protect oneself from phishing, spam, scams and hacking

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

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

S.U.R.E. stands for Source, Understand, Research, Evaluate.
It is part of National Library Board's Information Literacy Programme.

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

School Rules on Digital Device Use

5	ELECTRONIC DEVICES	
5.1	Students are not allowed to bring electronic devices to school, e.g. iPad; Kindle etc.	Parents will be informed if students are found with these devices. Students will bear the responsibility if the item is stolen, lost or misplaced.
5.2	**An exception to the above rule (5.1)** • A student may bring a smartphone/ smart wristwatch to school *only if* her parents think that it is necessary. • Use of the smartphone/ smart wristwatch is **strictly** for communication with parents or guardians on urgent matters. Video and audio recordings, playing of mobile phone games, music or videos are **NOT** allowed. • Smartphones/smart wristwatches may only be used in designated zones – at the school gates or the area outside the General Office *after school hours* or if permission is sought and granted.	• Students are **not** to use their **smartphones and/or smartwatches during school hours including recess, CCA and after-school programmes** (e.g. enrichment workshops; booster/ mastery lessons). • Students who bring such devices are **to put them in their lockers or school bags before school start time.** They can retrieve these after school ends. • Students will bear full responsibility for safekeeping these devices. • Smartphones/smart wristwatches are not allowed to be brought into test/exam venues. • Social media and online chat groups are not sanctioned by the school.
6	CONSUMPTION OF FOOD AND DRINKS	

How Can We Partner Up?

Together, we can raise happy, kind and confident children, ready to thrive in the digital world.

3 areas we can work together on to foster School-Home Partnership

2 **Role Models**

1 **Respectful Communication**

3 **Real Connections**

Our children do best when schools and parents work hand in hand to support them.

72

Respectful Communication

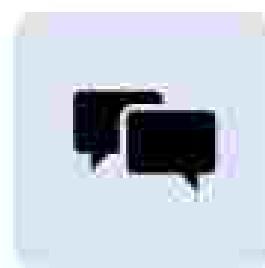*Listen, understand, and foster kind words and actions between you and your child.*

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.

Communicate your actions and rationale.
- Let your child know **you care for them** and **want them to be safe online.**

Discuss with your child as you set parental controls to manage device use and stay safe online.

Respectful Communication

Foster kind words and actions between schools and educators

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

Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers

Respect each other's time by communicating during working hours

Communication Platforms at CHIJ KCP:

1. Email
2. Phone call
3. G Chat
4. Face to Face

Working Hours:
1. 8am – 430pm

Response time:
1 – 3 days

Investigation Time:
Interim reply/call first
Up to 2 weeks (depending on the case)

Role Models

You play a key role helping your child establish healthy digital habits and learn to use technology in a positive and meaningful way.

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

Role modelling respectful conversations.

- You are in the best position to role model these skills through daily interactions with your child.
- **Listen to understand first**, instead of jumping straight into giving advice and solutions.

75

It's not just what you say,
but how you show your care.

Watch this video on YouTube about having conversations grounded in love and respect that can help your child feel heard.
Timing Matters: It's Not Just What You Say

Role Models

Show our children the skills and values they 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

Real Connections

Cultivate strong relationships and healthy habits in this digital age.

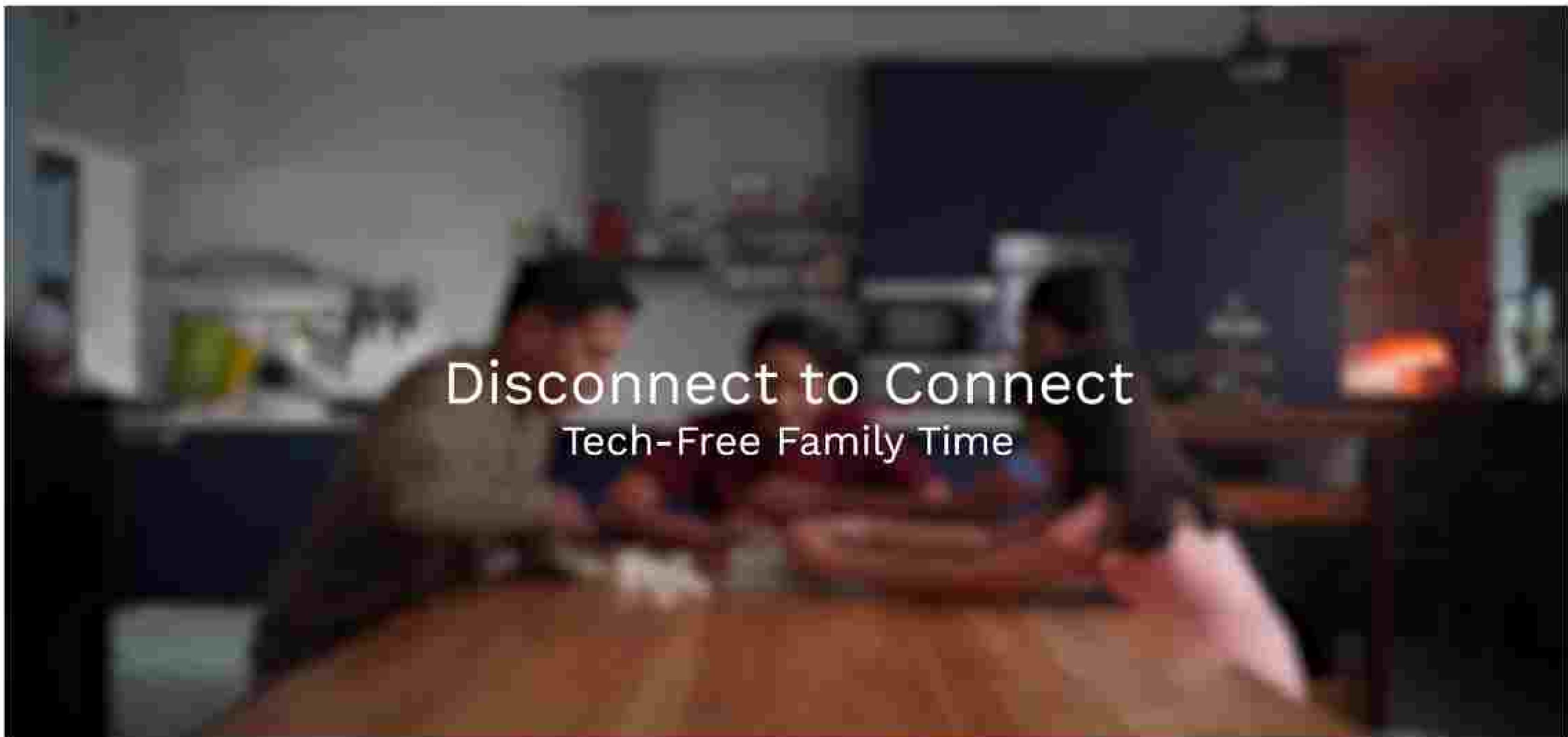**Provide a safe space for conversations**

- 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).

Disconnect to Connect
Tech-Free Family Time

Watch this video on YouTube about setting routines and family agreements that will help your child learn when to switch off, and how to stay present:
Ctrl + Alt + Disconnect: Press Pause Together

Unlocking their First Smartphone or Watch

How can we prepare ourselves and our children?

At what **age** should I give my child their first smartphone or watch?

Based on MOH's Guidance on Screen use in Children, parents should not give children mobile devices with unrestricted access to internet and applications. Parents can **delay the provision of smartphone and smartwatches** to their children.

Consider these questions:

Are they ready?	Can your child: • keep track of their belongings independently? • handle their own responsibilities without constant reminders? • obey rules and guidelines set in place? • differentiate between appropriate and inappropriate content?
Are you and your family ready?	Can you be a good role model for your child, and establish and enforce rules with your child's smartphone usage, including monitoring apps, screen time and internet use?

If you answer 'no' to any of these questions, it is wise to wait until your child is older – **ideally when your child is in secondary school**. Children who are already facing challenges (such as low self-esteem, poor self-control, bullying, or high stress) are more vulnerable to problematic screen use.

How do I **prepare** my child for their first smartphone or watch?

If you determine that you and your child are ready...

Tips	Conversation starters
Reflect on safe and responsible smartphone use	"How will you show me you will use your smartphone responsibly, respectfully, and safely?"
Co-create a family screen use plan	"Let's come up with a set of family rules on how we should use our smartphones." "Let's think about what should happen if anyone breaks any of the rules."
Include the setting of Parental Controls in your conversations	"The online space can be dangerous, and we would like to keep you safe. These parental controls that we put in will help to protect you. Let's set a date in 6 months' time to see if we should adjust the controls."

If you think you and your child might not be ready yet,

here are some alternatives:
- Basic phones/Smartwatches offering calling and texting functions without internet access or apps (please check school's policies on usage in schools)
- Set a date/age to review your child's readiness for a smartphone/watch.

How do I **monitor** my child's online activities and keep them safe?

When you decide that your child is ready to own a phone, it's important to **provide structure and support** and not simply hand over the device. Experts recommend that parents:

- build on having a warm relationship with their child,
- set and communicate limits regarding phone use,
- pair rules with active supervision, and
- have regular conversations about your child's phone use.

In addition to these strategies, **take time to set up parental controls** on your child's device. Most phones allow you to:

Limit usage times	Control what time of the day and for how long the phone can be used.
Restrict content	Block access to content that is not age appropriate.
Manage activities	Allow only certain games or apps to be used, decide who can be added as friends, and determine whether private messaging is allowed.
Safeguard against unwanted spending	Restrict app store and in-app purchases.

It's important that you **actively monitor and discuss these controls** — especially at the beginning.

How do I **prepare** my child for their first smartphone or watch?

Your child's smart use of their phone starts with you

Watch this video to discover how to have conversations with your child about their first smartphone/watch.
Their First Phone: A Big Call for Parents

Playing Online Games

Navigating the world of digital entertainment, together.

What do I need to know about online games?

How can my child access online games?

- Online games are everywhere, and complex games can be played on-the-go via smartphones.

If my child enjoys online gaming, why not?

- While gaming is fun and can bring about positive outcomes (e.g., feeling good about their abilities and effort), **excessive gaming can lead to negative impacts,** such as excessive in-app purchases, attracting unwanted attention, increasing anxiety and the risk of cyber bullying.

Does the game have age restrictions?

- To check if a game is age-appropriate, video game ratings can be found on the IMDA website.
- Age ratings on games can be found on Google and Apple app stores. For example, Roblox, a popular mobile game, is age-rated 12+.

What can I do if I am concerned about the gaming habits of my child?

Discuss your concerns with your child through open conversations

- Discuss your concerns with your child and develop a **realistic timetable** to balance their gaming with other screen-free activities.
- **Review the plan regularly** with your child.

Tips	Conversation Starters
Ask about a game that your child seems to be playing frequently.	"What is this game about?" "Why do you find this game fun? Can you share more with me?"
Involve your child in setting rules and expectations for when they can play games, for how long, and the consequence of not following the agreed-upon rules.	"What are some suggestions on rules of gaming that you may have?" "Let's discuss what would happen if anyone breaks the rules."
Prompt your child to think about the risks of gaming	"Do you chat with strangers you've just met while playing online games? What are some possible dangers that can come?" "Can you help me understand why you spent $300 on your game?"

What can I do if I am concerned about the gaming habits of my child?

Seek help from school and community

- If there is **no improvement** and their gaming behaviour **continues to be a cause of concern**, you may want to seek help from the school or other community partners such as **Help123 at 1800 6123 123**.

Seek professional help

- If there is **marked deterioration** and **significant impairment to the child's life**, consider seeking professional help.

- The professionals can assess the severity of the problem and recommend appropriate interventions.
  - You can approach the School Counsellor for support in this area.
  - You may call **National Addiction Management Service All Addictions helpline** at 6-RECOVER (**67326837**).

Accessing their First Social Media Account

Our children live in a digitally-connected world. When should we say "yes" to social media?

At what age should I allow my child to have their own social media account?

Laws and Regulations

- Most social media platforms (including WhatsApp) **require users to be aged 12 years and above** *(except Telegram and Discord, which requires users to be 17+).*

Mental Health Concerns

- 27% of youth reported spending more than three hours on social media platforms daily, and were 1.5 times more likely to show symptoms of depression and anxiety. *(Institute of Mental Health, 2024)*

Maturity of the child

- **Constant exposure to social media content** can make us feel **anxious or overwhelmed.** It is important for **social media users to be mature enough** to navigate such feelings when using these platforms.
- Maturity can be assessed by observing your child's ability to
  - make responsible decisions to keep themselves safe online.
  - manage the pressures and feelings that come with social media use.
- **Have open conversations** with them on the risks of social media, and why they cannot access social media as they are not of age.

What are some considerations when I allow my child to have their own social media account?

After following age guidelines and having conversations with your child, **if both of you feel that your child is ready for a social media account...**

Co-create and establish clear ground rules on keeping themselves safe when using it

- Discuss with them their responsibilities and your expectations of their social media use.

Responsibilities and Expectations	Conversation Starters
Acceptable and unacceptable behaviours	"How do we keep ourselves safe on social media?"
	"What are some dangers of oversharing personal information?"
Clear rules on healthy social media use	"What does healthy social media use look like?"
Consequences for misuse of social media	"What are some ground rules we can establish as a family?"

Cyberbullying

Building Resilience and Character
while creating safe spaces for our children

Did you know?

A 2025 Digital Parenting Survey (MDDI) found that **more than 50%** of parents are concerned about cyberbullying.

MOE supports parents with resources related to children's mental well-being, cyber wellness, and strengthening parent-child relationships.

Through **CCE lessons,** students understand that bullying and cyberbullying is wrong, and acquire skills to:

- cultivate empathy and be kind
- manage differences and resolve disagreements respectfully
- be assertive, manage negative influences and seek help
- stand up against bullying and support peers affected as upstanders and peer supporters,

Source: Channel News Asia (12 Sep 2025)

What are hurtful behaviours and bullying?

In Singapore, local studies show that verbal/social bullying forms the bulk of the types of bullying experienced in schools and they often start as 'harmless teasing' or leaving someone out but escalate into bullying.

Hence, **we need to take a serious view of all forms of hurtful behaviours and bullying,** starting from once-off insensitive remarks before they become normalised or escalated.

Hurtful behaviours
Unkind and hurtful acts that include insensitive words/actions, even physical violence.

Bullying
Happens when a person behaves in a way that hurts someone repeatedly and on purpose

Forms of hurtful behaviours/ bullying

Physical

Hitting someone or damaging someone's belongings, tends to occur alongside other forms of hurtful behaviours

It can extend from offline to online platforms, amplifying its visibility
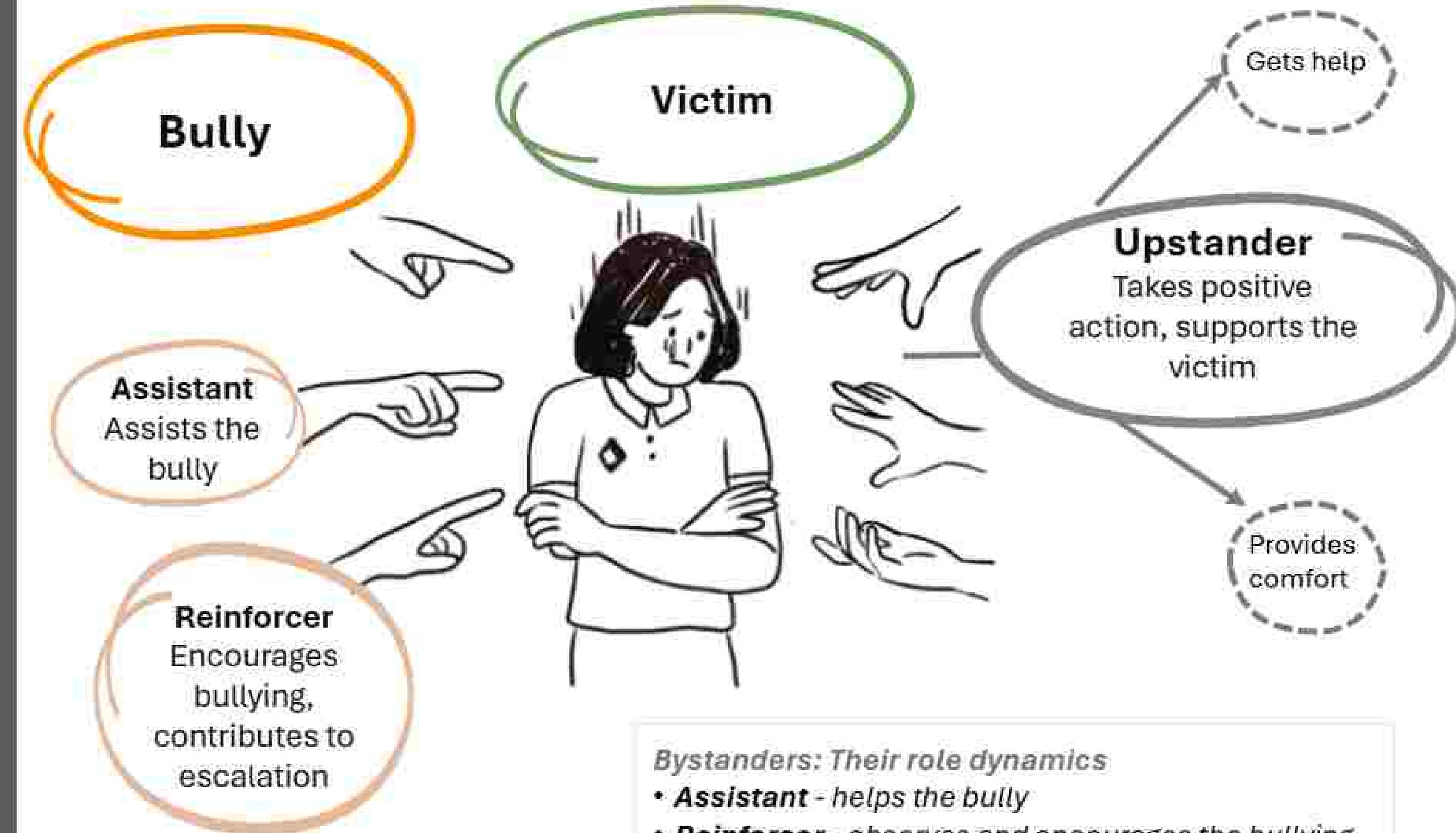
Cyber

Hurtful behaviours/ bullying that occurs when online technology (e.g. mobile phones, computers or social media) is used as a means to hurt or upset someone on purpose and repeatedly (through sharing and/or resurfacing a post)

Social

Leaving someone out of a group or things on purpose

Multiple forms of bullying could be experienced by the same student at the same time or sequentially.

Verbal

Name-calling, spreading rumours or making threats

Some common forms of cyber bullying include flaming, harassment, cyber stalking, denigration, impersonation, exclusion, trickery and doxxing.

How can I guide my child to be kind and respectful online?

Ask your child if what they are about to post or share online is... Truthful, Helpful, Inspiring, Necessary, and Kind (T.H.I.N.K.)?

T — IS IT TRUE?
Is this a fact or just an opinion or feeling?

H — IS IT HELPFUL?
Does it help you, them, or the situation?

I — IS IT INSPIRING?
Would it encourage, motivate, and make someone feel better?

N — IS IT NECESSARY?
Does it really have to be said, or you just want to or feel like saying it?

K — IS IT KIND?
Are you saying this with the intention to hurt someone's feelings?

If the answer to any of the above questions is "No", they should not post or share the content online, even if it is intended for their private social media account or private group chat.

By guiding your child to make it a habit to T.H.I.N.K. before posting or sharing anything online, your child learns to be kind and avoids hurting others with their online behaviour.

Before you post anything online, ask yourself: would you say this in front of me or your teacher?

What are some signs of bullying?

Bully/Perpetrator

- Tends to be impulsive and aggressive
- Tends to have poor relationships or lack empathy with others
- May blame victims for their behaviour by saying things like, 'if he/she were XX, I would not have XX'
- May appear anxious while using digital devices
- Tends to hide or turn off the monitor/devices when someone approaches

Victim/Targeted

- Becomes less sociable than usual around family and friends
- May struggle with studies or lose interest in school
- Becomes upset or anxious, especially when receiving messages or using devices
- Spends less time on the activities they used to enjoy
- May experience poor health as struggling with the bully saps the energy and ability to focus
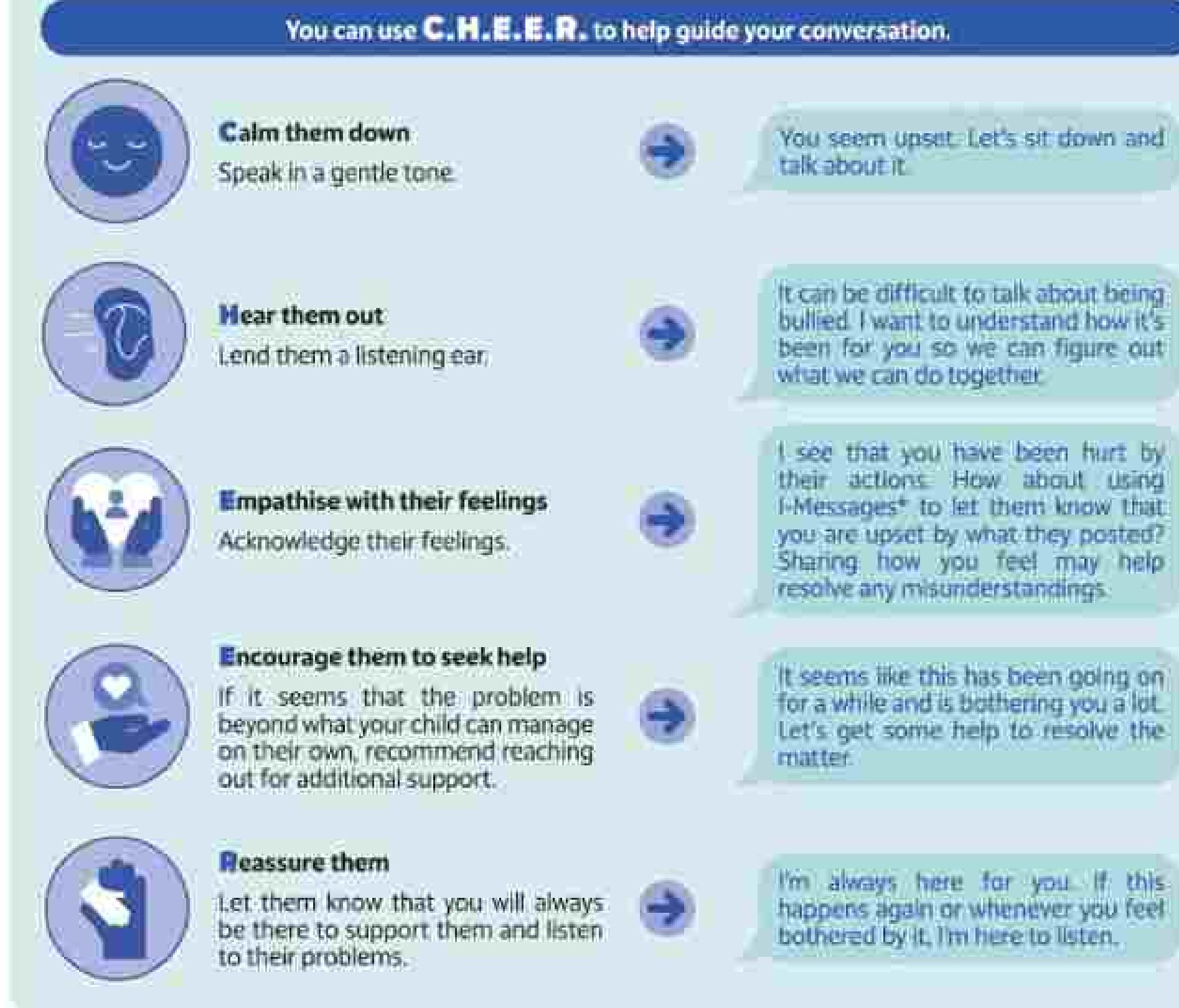
Bystander

- May fear being targeted by the bully or straining relationships
- Tends to feel anxious and powerless about being unable to stop bullying
- May feel unsafe in class/school
- May experience guilt of not defending the victim
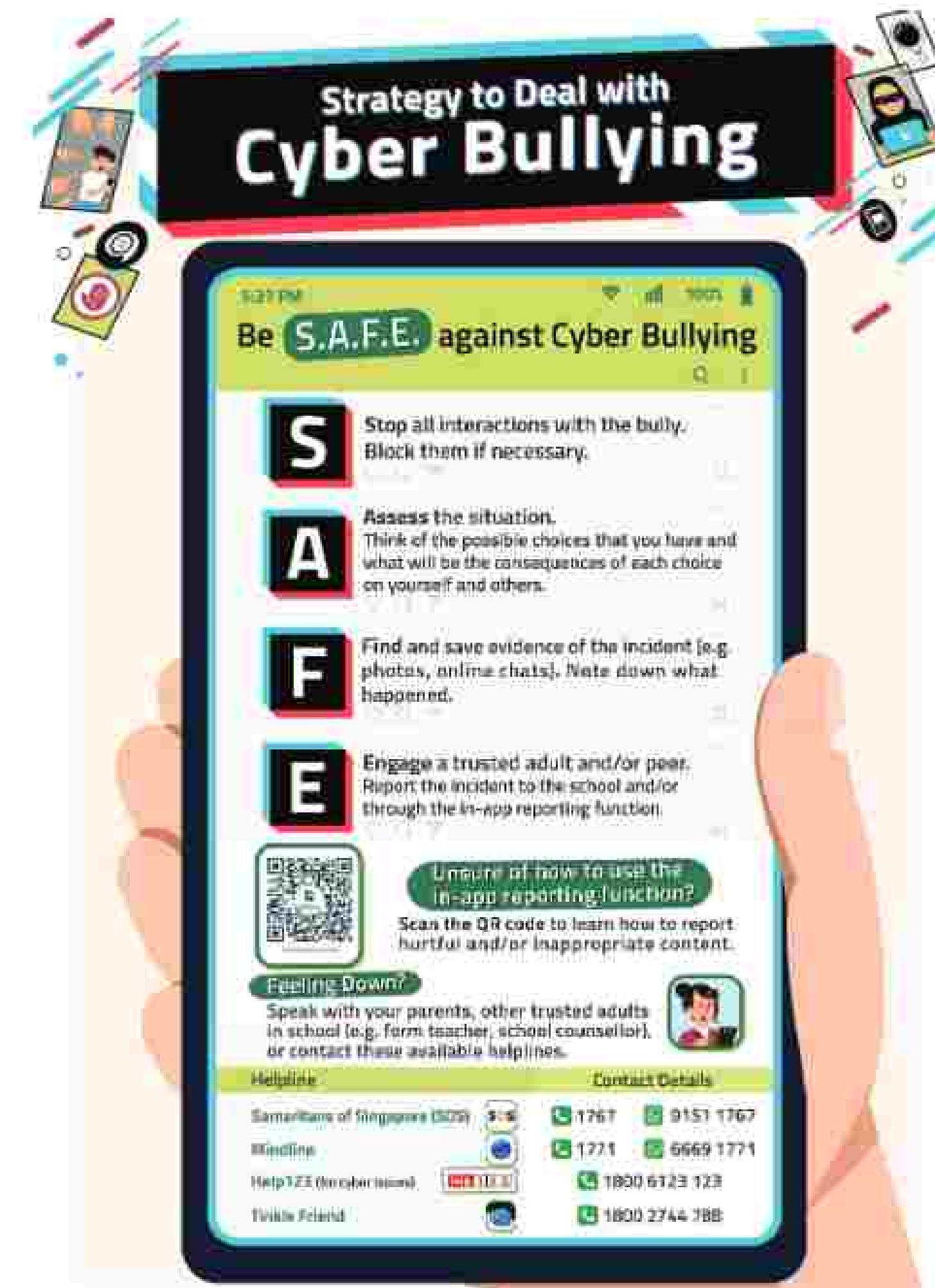
How can I help if my child is a victim?

Have a conversation using **C.H.E.E.R** as a guide to understand what they are experiencing.

Remain calm to assess the situation and provide emotional support to your child.

You can use C.H.E.E.R. to help guide your conversation.

Calm them down
Speak in a gentle tone.
→ You seem upset. Let's sit down and talk about it.

Hear them out
Lend them a listening ear.
→ It can be difficult to talk about being bullied. I want to understand how it's been for you so we can figure out what we can do together.

Empathise with their feelings
Acknowledge their feelings.
→ I see that you have been hurt by their actions. How about using I-Messages* to let them know that you are upset by what they posted? Sharing how you feel may help resolve any misunderstandings.

Encourage them to seek help
If it seems that the problem is beyond what your child can manage on their own, recommend reaching out for additional support.
→ It seems like this has been going on for a while and is bothering you a lot. Let's get some help to resolve the matter.

Reassure them
Let them know that you will always be there to support them and listen to their problems.
→ I'm always here for you. If this happens again or whenever you feel bothered by it, I'm here to listen.

*I-messages are used to communicate one's feelings and needs to others clearly and respectfully. For example, "I felt upset when you posted that photo of me making a funny face that made me look silly. I would need you to remove that photo, please."

How can I help if my child is a victim?

How can I help if my child is the bully?

If you suspect that your child is cyberbullying others, remain calm. You can:

- Ask questions to understand what happened.

- Let them know that bullying is unacceptable. Encourage them to apologise sincerely and make amends to repair relationships.

- Monitor their online activities e.g. their social media posts

- Reach out for extra support from school.

Parents, your child's **behaviour change takes time** and requires consistent effort. You can build their character by **setting clear expectations** about treating others respectfully and **role-modelling** positive behaviours in your interactions.

That action was hurtful, but you're capable of being kind.

How can I help to guide my child to be an upstander?

If your child is involved in a cyberbullying incident as a bystander, **help them feel safe and supported**.

Remind your child **not to like, share, record or repost** the online message or media.

Guide your child to take on **upstanding behaviours** by:

- asking your child whether they want you to listen, to help with more ideas about what to do / how to support the victim or to help them to report the incident.

- letting your child know that it is okay if they don't feel safe or confident to stand up to bullying.

If you come to know that the hurtful behaviour continues, please approach the school and continue to support your child.

Telling an adult is helping, not tattling.

Exposure to Pornography

Keeping our children safe from inappropriate online content

Did you know?

According to survey findings released by the Ministry of Digital Development and Information (MDDI) in September 2025, about 81% of 1,986 parents surveyed said they were worried about their children being exposed to inappropriate content online, which includes pornography.

Online harms or risks parents are most concerned about

Exposure to inappropriate content	81%
Interaction with strangers online	57%
Cyberbullying	54%
Screen addiction or overuse	51%

SHECARES, a support center run by SHE in collaboration with the Singapore Council of Women's Organisations, has handled over 440 cases of online harms since its launch in 2023, including deepfake and AI-generated pornography.

How can pornography impact children and youths?

Viewing pornography can distort a young person's views on sexuality.

Developing an unhealthy perception of relationships

A young person may be misled into thinking that pornographic material is real, which **affects one's ability to form healthy and respectful relationships.**

Developing addictive behaviours, including viewing pornography

A young person's brain is still developing and may lack self-control. Prolonged viewing of pornography may **impact daily habits and routines for healthy well-being.**

Misleads perceptions and attitudes towards men and women

The inaccurate portrayals of gender roles may result in unhealthy mindsets which **reinforce gender stereotypes.**

Developing insecurities about one's body image

Pornographic content **depicts unrealistic sexual encounters and body shapes.**

Repeated exposure to highly sexualised content (e.g. online games, anime, pornography) can reduce a young person's sensitivity to such material, and may normalise inappropriate behaviours.

What is my child learning in school?

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

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

Reinforce the 'Stop-Think-Do' strategy with your child, and have open conversations about the harmful effects of pornography.

How can I respond if my child is exposed to pornography?

1. **Encourage healthy and responsible use of digital devices**
   - Place devices in open areas where screens are visible to others.
   - Enable parental controls and content filters on internet browsers to minimise exposure to inappropriate content.

2. **Stay calm when talking to your child, do not shame or blame**
   - This helps your child feel secure and encourages open sharing.

3. **Listen with sensitivity and address the cause of curiosity together with age-appropriate information**
   - Curiosity is normal and developmentally sound.
   - Share your family's values, emphasise healthy respect for self and others.

4. **Share with your child the harms of pornography and how to stay safe online**
   - Explain how pornography can result in unhealthy views on sexuality and relationships and increase the likelihood of risky behaviours.
   - Talk about the importance of never sharing private photos with others, not even friends; and explain how images can be altered and used as deepfakes to cause harm.

How do I approach the topic of pornography with my child?

Suggestions for Conversation Starters

> "Have you ever seen anything online that looks pornographic?"

If your child may not know what pornographic means, you could use alternative terms such as "indecent" or just "naked people on screen".

> "Has anyone at school ever mentioned seeing something like this?"

It can be easier for your child to talk about someone else rather than about themselves.

If your child says 'yes', you can follow up with:	
"Where did you see it? Did someone show it to you?"	• Your child might have encountered these images through online games, or anime that they have watched. • Reassure your child that he or she is not in trouble so that your child is willing to continue the conversation.
"How did you feel when you saw it?"	• Your child might feel upset or confused, so comfort them. But they might also be curious, so be prepared to answer some questions if they come up. • Explain to him or her what he or she has seen, and why you think the images are inappropriate.
"What do you think you should do if someone tried to show you something like this again?"	• Let your child share responses and guide him or her to understand that it is harmful to look for such content. • Remind your child that you are always there to listen and answer his or her questions.

Remind your child never to share private or sexually explicit photos of themselves. Assure them that they can reject and say "no" to such requests, and to inform you so that you may support and guide your child.
Be aware that with the emergence of AI technology, photo images may be easily used to generate deepfake sexual abuse material, including deepfake pornography.

Activity Suggestions

Let's plan for a 'Weekend Special'!

- Think about a <u>screen-free activity</u> which your family can engage in this weekend. You may refer to some age-appropriate examples below.

Primary 1-3	Primary 4-6
Board Game Challenge: Who wants to learn about [a new board game] and play together?	**Weekend Mission:** Let's explore [place] and take a funny family photo together!
Kitchen Challenge: Let's create the ultimate sandwich/new dish together!	**Sports Date:** Let's have a family badminton/basketball/pickleball session this weekend! Winner chooses dinner!

Decoding our children's digital world

- How much do we know about our children's favourite digital games?

Catch Pokémon, while exploring locations outdoors.

Build and explore virtual worlds, while learning coding and sparking creativity and teamwork.

Build a peaceful village, make friends with animal characters, and explore creativity at one's own pace.

- What is **one positive attribute** our children can learn or develop from their favourite games? How can this help you have better conversations with them about their online time?

Local cohort studies such as Growing Up in Singapore Towards Healthy Outcomes (GUSTO) have shown that helping children establish healthy lifestyle habits from young will lead to better health outcomes as they grow up.

Child health and development is impacted by early behaviours:

Insufficient Physical Activity

- **Almost half do not meet recommended guidelines**
  - Only 52% of 8-year-old children were involved in organised sports activity during the week and 44.4% spend an average of more than 2 hours a day in active play.[1]
- **Rising trend of obesity**
  - Since 2013, the proportion of school-going children under 18 years old who are overweight (i.e., BMI-for-age at 90th percentile and above) has risen from 11% to 13%.[2]

Poor Nutrition

- **Almost half do not meet recommended guidelines**
  - 43.9% of 5-year-old children in the GUSTO cohort study have unhealthy eating habits, consuming more items with high contents of saturated fat and refined carbohydrates.[3]
  - Singaporean children had frequent sub-optimal scores in diet quality for fruits, vegetables, wholegrains and sodium when compared to guidelines.[4]

Sources:
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2. Ministry of Education, Singapore. (2024).
3. Sugianto, R., Wong, A. Y., Toh, J. Y., Tint, M. T., Chaoyu, M. T., Lim, Y. G., Yap, F. K. P., Shek, L. P., Tan, K. H., Godfrey, K. M., Chong, Y. S., Tai, B. C., & Chong, M. F. (2023). Dietary patterns of 6-year-old children and their correlates: findings from a multi-ethnic Asian cohort. The British Journal of Nutrition, 177(6), 763–772. https://doi.org/10.1017/S0007114522001404
4. Chamberlin, J. A., Low, J., Durrosa, N., Chen, B., Ong, J. E. K., Tay, M. L., Hardine, G. A., & Santos-Pico, I. (2019). Adherence of the proximity of Singaporean children's dietary habits to food-based dietary guidelines. Nutrients, 11(11), 2615. https://doi.org/10.3390/nu11112615

Local cohort studies such as Growing Up in Singapore Towards Healthy Outcomes (GUSTO) have shown that helping children establish healthy lifestyle habits from young will lead to better health outcomes as they grow up.

Child health and development is impacted by early behaviours:

Inadequate Sleep

- Children in Singapore are sleeping less than the recommended hours [6]
  - Short sleep duration in infants linked to shorter body length and higher BMI [6]
  - Strong association between insufficient sleep and negative health and well-being [7]

Excessive Screen Time

- Most do not meet recommended guidelines
  - Children aged 1 to 3 years spend an average of about 2 hours on screen use daily [7]
  - 41% of 8-year-old children meet the recommendation of <120min of recreational screen time a day [8]
- Associated with poorer language skills and shorter attention spans in infants and toddlers [7]
- Correlation between infant screen time and lower scores for reading and numeracy at age 9 [9]

Sources:
5. Centre for Holistic Initiatives for Learning and Development. (2022). Healthy Sleep Habits in Children and Adolescents: Why Do They Matter and What Can We Do? Evidence-Insight #006.
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Our Response - Grow Well SG

National scheme launched to get kids to adopt healthy habits, kick digital and junk food dependence

Grow Well SG to Support Families in Building Healthy Habits in Children

a. **Eat Well** - Fuel for growth and learning. Good nutrition can support growth and enhance overall health and development.

b. **Sleep Well** - Rest for success. Healthy sleeping routines can improve concentration, mood and physical development.

c. **Learn Well** - Engage in diverse learning experiences for holistic development. Excessive screen use and unrestricted access to digital technology may hinder our children's learning and affect their mental well-being.

d. **Exercise Well** - Active bodies, active minds. Regular physical activity can strengthen bodies, sharpen minds and boost self-esteem.

Focus on 4 key areas to lay the foundation for healthy habits early and pave the way for a better future for our children

1 **Eat Well**
Fuel for growth and learning. Good nutrition can support growth and enhance overall health and development.

2 **Sleep Well**
Rest for success. Healthy sleeping routines can improve concentration, mood, and physical development.

3 **Learn Well**
Engage in diverse learning experiences for holistic development. Excessive screen use and unrestricted access to digital technology may hinder our children's learning and affect their mental well-being.

4 **Exercise Well**
Active bodies, active minds. Regular physical activity can strengthen bodies, sharpen minds and boost self-esteem.

Equally important is **Bond Well** as bonding well supports and reinforces healthy lifestyles in children.

Bond Well
Connect for better well-being. Strong relationships within the family and social connections with friends can strengthen emotional well-being, resilience, and overall development.

We will help children develop good health habits through 3 main initiatives

Collaboration across whole-of-government to support parents and families nurture a healthier lifestyle in our children

Purposeful Screen Use

A Health Plan for Every Child

Enhanced Support for Schools

Purposeful Screen Use

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
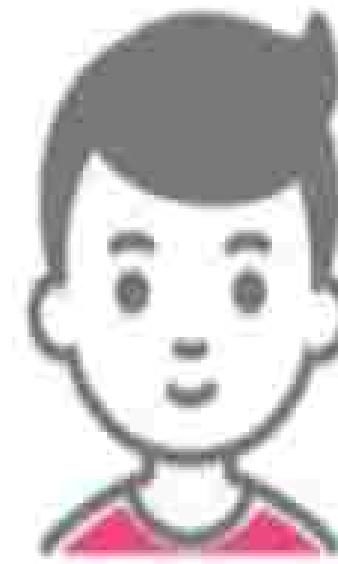- No screens during meals and 1 hour before bedtime

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
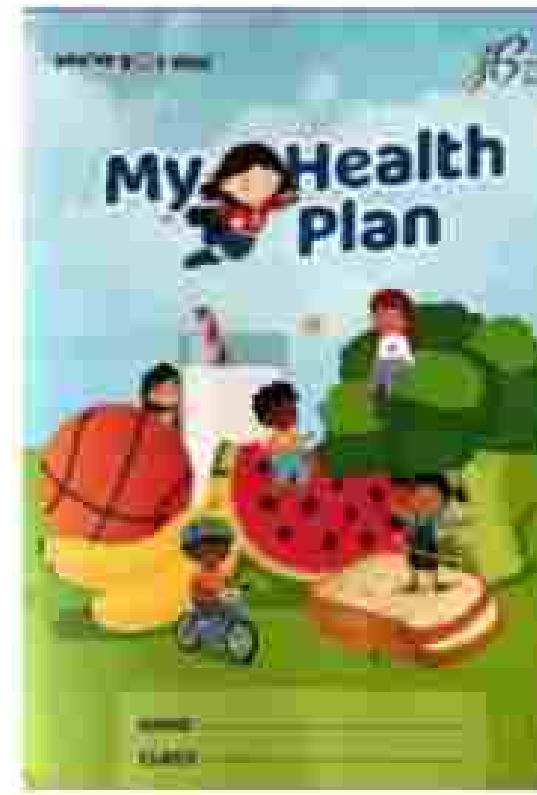
SOURCE: MINISTRY OF HEALTH

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
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- 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

P1 – P3 Health Plan

- Parents to fill in Lifestyle Questionnaire before School Health Service Screening visit.

- After School Health Service Screening, parents can access Health Plan on Health Hub.

  - Lifestyle Prescription and Curated Content or Programmes on H365.

Support from School

Our Parents
A supportive and mutually – beneficial relationship

The home and the school represent two of the most critical support systems for our girls.

Having a strong partnership between home and school is associated with many positive student outcomes (academic, behavioral, and emotional well-being).

Likewise, our teachers can do their best work when there is trust in them and the school.

Let them fail and Learn

Prepare them for the test of life, not a life of tests.

Some areas to let them 'try, fail and try again'

1. Completing her own work with parent/tutor as guide or facilitator of her learning.
2. Not providing answers immediately - allow her to make and embrace mistakes and try.
3. Oversubscribing to tutors and enrichment - they are teaching content for examinations rather than life skills.

Let them fall

It is part and parcel of growing up.

What we can do:

1. Listen to them before jumping in with a solution or blaming others. More often than not, due to friendship issues, ALL are involved.
2. Advise her on what she can do - let her teacher know. Her teacher will look into restoration and repair of the relationship.
3. Her teacher will also get all to reflect on the part they have played in the issue. This is a skill that they will need for life.
4. More important - they will be empowered to solve issues on their own.
5. If the case truly constitutes bullying (pre - meditated and constant), the discipline team will look into it immediately.

CaseManagement at CHIJ (Katong) Primary

Common cases/issues include:
(a) Vandalism
(b) Theft
(c) Friendship issues – exclusion, meanness, unkind words.
(d) School bus misbehavior

Upstream Effort:
1. Girls have been taught not to be reactive.
2. They are empowered and strong and should learn to manage issues on their own. It is a skill that they will need for life.
3. Observe the behaviour – if it is not once off, then inform their teachers.
4. Parent should email Form Teachers or Subject Teachers first as they have first – hand knowledge of the classroom context.
5. Form Teachers will manage the case from the angle of restoration and repair.

Case Management Team
Year Heads, SH Student Well – Being, HOD and SH CCE, SEN Officers, School Counselor.

Let them Forget

If they forget, they forget.

What we can do:

1. Guide and remind them to use their journals for anything school related.
2. They should write their daily assignments and reminders in the journals and remember to check when they get home.
3. Let them learn to read the timetable and pack their own bags.
4. If they forget, do not bring it for them.
5. Avoid parent chat groups and instead use Parents' Gateway for the reminders that you need.

Let them be children
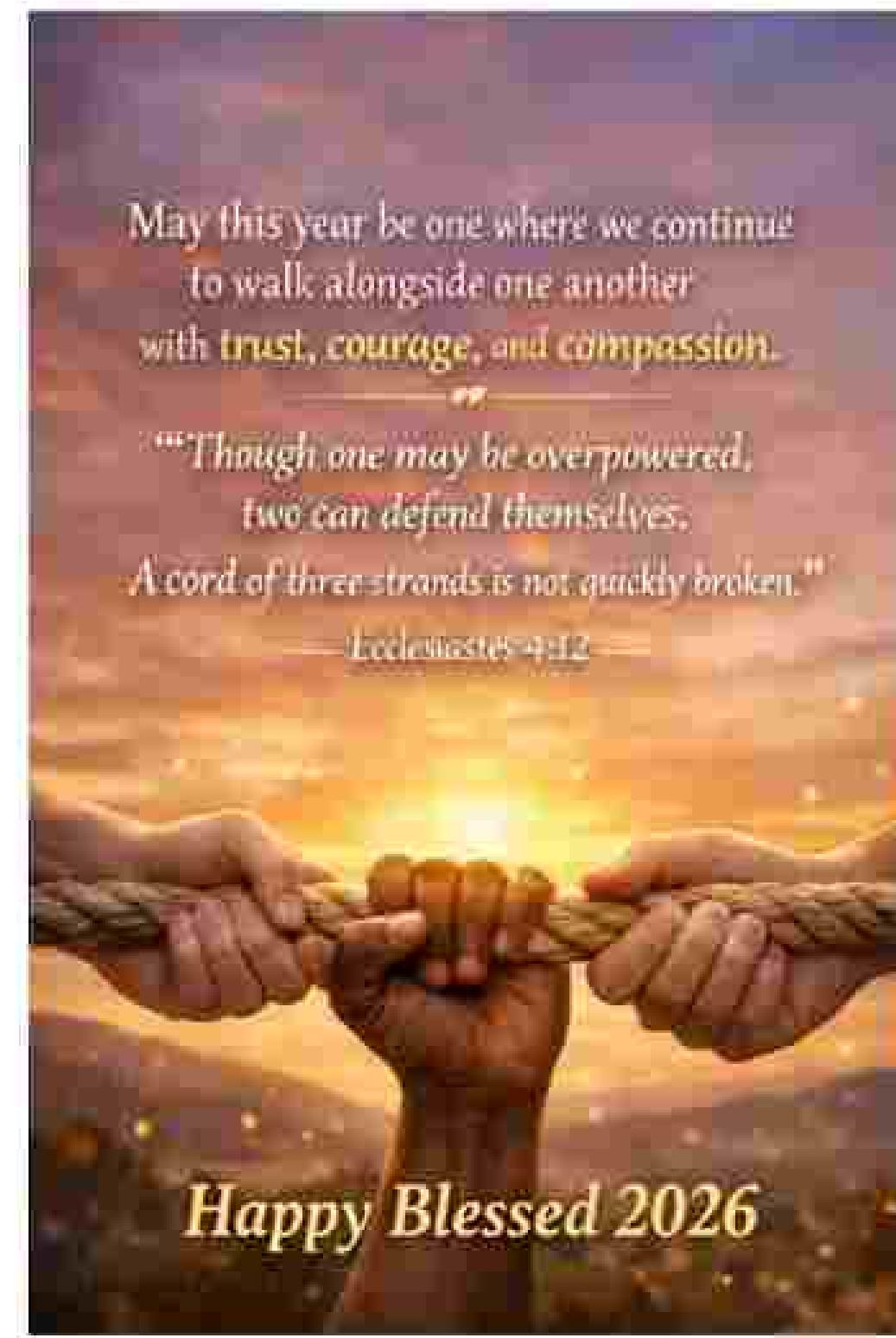
A child who can be herself is a happy child.

What we can do:

1. Avoid packing their entire day with tuition, enrichment, sports academies, over - supplementing their learning.
2. Spend time with them - conversing, reading, games, walks. You will soon realise that they grow up too fast.
3. Life is not about PSLE, DSA and excelling in grades and awards.

In Conclusion

The Strands We Carry- the stands we carry are bound together like an unbreakable cord. Each strand represents our values, choices, and convictions. Woven in unity, they give us strength, purpose, and resilience, enabling us to stand firm together, uphold what matters, and move forward with hope and courage.

May this year be one where we continue to walk alongside one another with trust, courage, and compassion.

"Though one may be overpowered, two can defend themselves. A cord of three strands is not quickly broken." Ecclesiastes 4:12

Happy Blessed 2026

Thank you!

Additional Resources

Bite-sized practical tips and strategies to help you parent effectively in the digital age.

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

GO gov.sg

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

Compilation of Useful Resources

No.	Managing Device Use	
1	Balanced and purposeful screen use	go.gov.sg/pfw-managing-safe-device-use
2a	Guide on Parental Controls on devices	go.gov.sg/pfw-web-parental-controls
2b	Information on in-app safety features	go.gov.sg/pfw-web-app-safety
3	Grow Well SG resources on purposeful screen use	go.gov.sg/growwellsg-learn-well

No.	School-Home Partnership resources	
4	Having open conversations about healthy digital habits	go.gov.sg/pfw-managing-safe-device-use
5	Role modelling respectful conversations	go.gov.sg/pfw-respectful-conversations
6	Providing a safe space for conversations	go.gov.sg/pfw-safe-space
7a	Video: real connections when conversations happen in safe spaces	go.gov.sg/video-opencommunication
7b	Video: healthy screen use starts at home	go.gov.sg/video-familyscreenuse

Compilation of Useful Resources

No.	Unlocking their First Smartphone or Watch	
8a	Things to consider when setting rules on the use of smartphones	go.gov.sg/pfw-web-involving-children-setting-rules-smartphones
		go.gov.sg/dfl-first-smartphone
8b	Screen Time settings on Apple devices (iPhone, iPad)	https://support.apple.com/en-sg/108806
8c	Google Family Link	https://families.google/familylink/
9	Video: Preparing your child for their first smartphone	go.gov.sg/video-firstphone
No.	Playing Online Games	
10	Video game ratings	https://imdaonline.imda.gov.sg/Classification/Search/VideoGames/Default.aspx
11a	Entering your child's gaming world	go.gov.sg/pfw-child-gaming-world
11b	Conversation tips on gaming concerns	go.gov.sg/gaming-conversation
No.	Accessing their First Social Media Accounts	

Compilation of Useful Resources
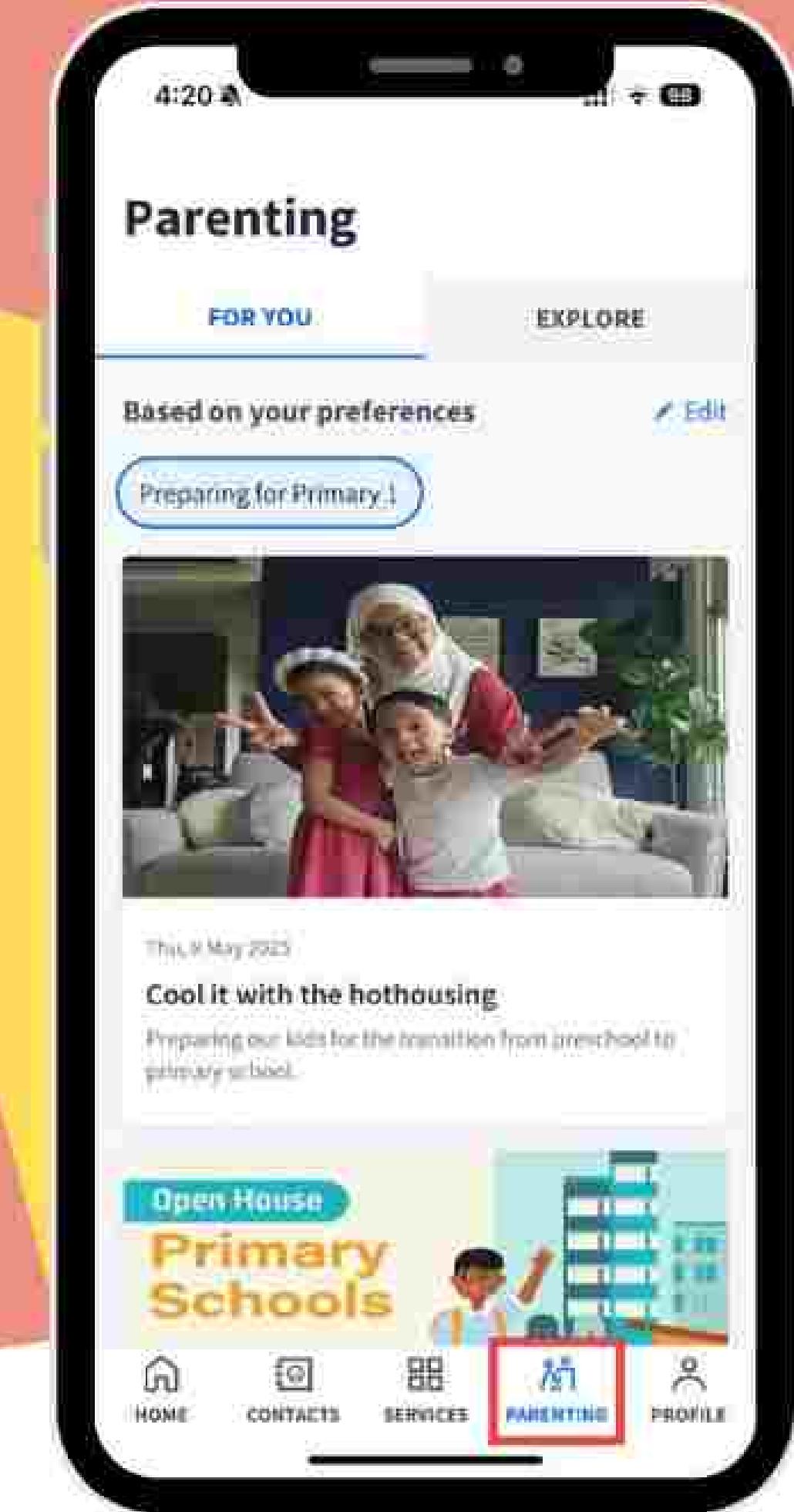
No.	Cyberbullying	
13a	Parenting for Wellness (PfW) Website Module on Cyberbullying	go.gov.sg/pfw-web-cyberbullying
13b	PfW resources – when your child is the victim	go.gov.sg/pfw-cyberbullying-victim
14	PfW resources – how to report incidents through online platforms	go.gov.sg/pfw-web-app-safety

No.	Additional Resources	
16a	Parenting for Wellness Toolbox for Parents (condensed info)	go.gov.sg/pfw-toolbox-for-parents
16b	Parenting for Wellness Website (full content)	go.gov.sg/pfw
17	Positive Use Guide on Technology and Social Media	go.gov.sg/positive-use-guide
18	Guidance on Screen Use in Children by Ministry of Health	go.gov.sg/pfw-screen-use-guidance
19	Online platform's online safety tools and resources	Tools and resources for managing your own safety online

Parenting Resources on Parents Gateway (PG)

Discover rich and customisable parenting resources on topics such as preparing for Primary 1, forging parent-child relationships and education pathways.

Begin your parenting journey with us

@parentingwith.moesg

Follow us on Instagram for bite-sized and actionable parenting tips to tackle the everyday demands of parenting.