

Outram Secondary School

Principal's Address
2026





School Vision

*Learners for Life
Leaders of Integrity
Contributors with Compassion*



Learners for life ✠ Leaders of Integrity ✠ Contributors with Compassion



School Vision

**Confident Persons
with Zest for Life:**

*"I am committed to learning
and growing personally with
enthusiasm and confidence
throughout my life."*



**Learners
for
Life**





School Vision

Self-directed Learning:

"I take charge of my learning, driven by curiosity and the determination to persevere through challenges."

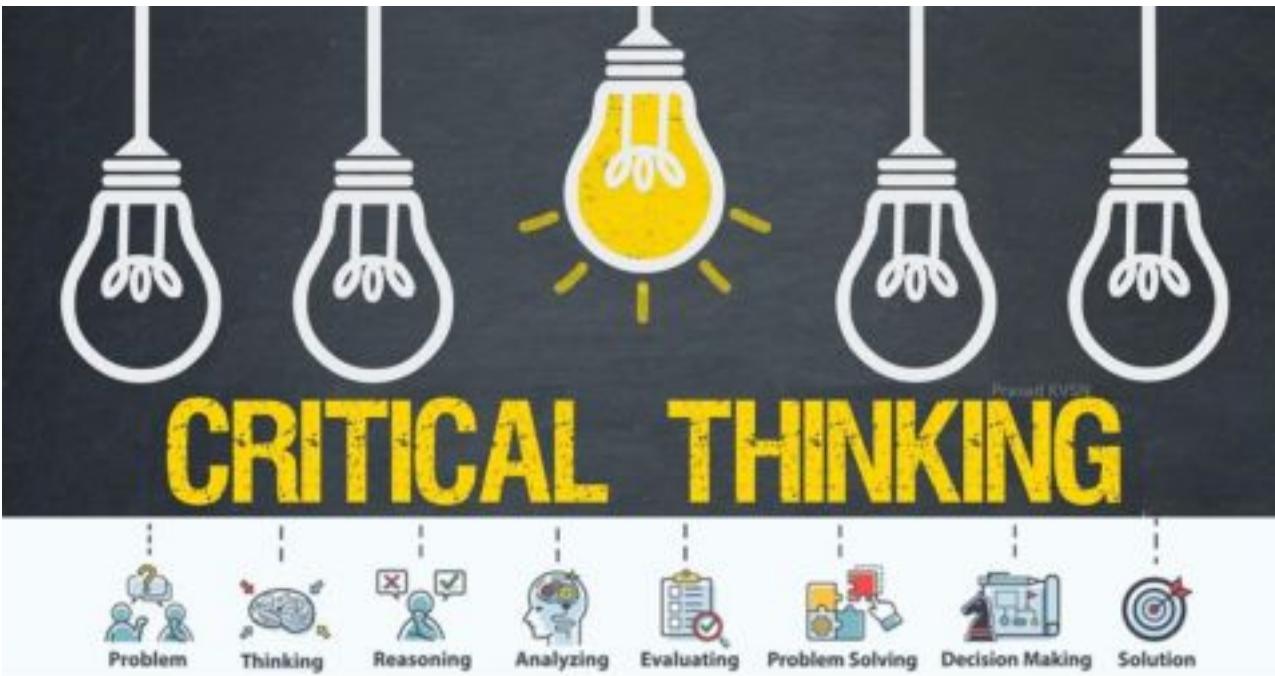


**Learners
for
Life**





School Vision



*Learners
for
Life*

**Discerning Judgement,
Independent, and
Critical Thinking:**

*“I think for myself, make
wise choices, and question
things to get it right.”*



ESTD 1906

School Vision

Driven by

Passion and Purpose:

"My passion and purpose inspire my educational journey, and I actively seek to align what I love with what I learn."



**Learners
for
Life**

**DRIVEN BY PASSION,
GUIDED BY PURPOSE.**

**UNVEILING THE
TRUE ESSENCE OF
SUCCESS**



Learners for life ✦ Leaders of Integrity ✦ Contributors with Compassion



School Vision



*Leaders
of
Integrity*

**Strong Sense of Right
and Wrong:**
*"I know right from wrong
and make fair and
just choices."*



School Vision



*Leaders
of
Integrity*

**Adaptable
and Resilient:**

*"I can adjust to new
situations and stay strong
when things get tough."*





School Vision



*Leaders
of
Integrity*

**Effective
Communication:**
*"I'm good at explaining
my thoughts and plans
to others."*



School Vision

Are You a Responsible Risk Taker?



*Leaders
of
Integrity*

**Initiative, Responsible
Risk-taking, Innovation,
Striving for Excellence:**

*"I take smart chances,
develop new ideas, and aim
to do my best."*



School Vision

Empathetic and Open-minded:

*"I try to understand
and respect people
who are different
from me."*

**Contributors
with
Compassion**





School Vision

Effective Collaboration

in Teams:

*"I work well with
others and believe
in helping my
community together."*



**Contributors
with
Compassion**





School Vision

**Responsibility to Family,
Community, and Nation:**

*"I must do good
for my family,
community,
and country."*



**Contributors
with
Compassion**





School Vision

**Active Roles in Improving
the Lives of Others:**

*"I am actively
involved in making
other people's lives
better."*



**Contributors
with
Compassion**





School Motto

*Hard Work
Conquers All*

*Hard Work embodied
in diligence &
perseverance leads
one to achieve greater
thing in life!
DO YOUR BEST!*





School Vision

*Learners for Life
Leaders of Integrity
Contributors with Compassion*



Learners for life ✠ Leaders of Integrity ✠ Contributors with Compassion

Creating a Caring and Enabling School Environment for All

Student Management Matters



Student Management Matters (General)

A Caring and Enabling School Environment for All

A caring and enabling school environment is characterised by:

- **caring and responsible leadership**
- a pervasive **growth mindset**
- emotional and physical **safety**
- a **focus on learning and development** of students, teachers and all other members of the school community

Necessary features include:

- Consistent and coherent messaging
- **Positive teacher-student relationships**
- **Adult role modelling**
- **Peer support and relationships**
- Student voice and ownership



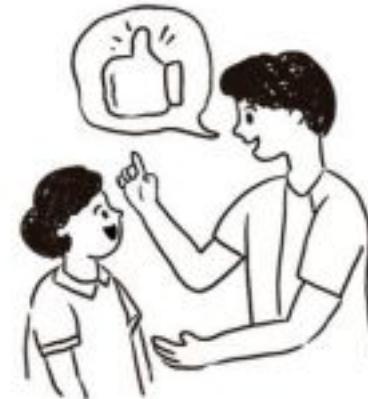
Caring and Enabling School Environment

Our Approach to Discipline

- Discipline is an **educative** process to guide students to develop self-management, responsibility, and good character.
- Disciplinary measures help students to **learn that there are consequences** for their inappropriate behaviours and actions and **take responsibility not to repeat their mistakes**.
- We take a positive and pro-active approach to discipline:



- **Replace** inappropriate behaviour with prosocial, appropriate ones.
- **Restore** relationships with others hurt by their actions.



A Positive & Proactive Approach to Discipline



- **Promote** a safe and supportive environment and a culture of care.
- **Prevent** challenging behaviours from occurring.

Effective Discipline Requires School-Home-Community Partnership

Teachers

- Teach **values** and provide opportunities for students to **exercise and reinforce good behaviour in class/CCA/student development experiences**
- Guide students to **manage their behaviour** and **restore affected relationships**
- Work with SDT and Parents to **reinforce desired outcomes**

Parents

- Provide a **safe, caring and supportive** home environment
- Work with SDT and Teachers to guide their children and **reinforce desired outcomes**

School Leaders, Student Development Team Key Personnel and Specialised Personnel

- Lead and put in place structures, processes and programmes for effective student management
- Address **underlying needs and issues** to strengthen protective factors and mitigate risk factors
- Work with Teachers and Parents to guide students and **reinforce desired outcomes**

Effective Discipline

Peers

- Provide **positive influence and support**
- Seek help from **significant adults** (e.g., school leaders, teachers) if peers need support

Other community stakeholders

- **Work with schools** to help students learn and grow

List of Serious and Minor Offences

- The following are examples of what are considered serious and minor offences:

Serious Offences	Minor Offences
<ul style="list-style-type: none">• Truancy• Vandalism• Cheating in assessments• Theft• Bullying• Fighting• Vaping• Sexual Harassment	<ul style="list-style-type: none">• Latecoming• Skipping classes• Improper attire and grooming• Littering• Not doing assignments• Using vulgar language

Please refer to the school website for a copy of the Students' Handbook 2026:

<https://www.outramsec.moe.edu.sg/parents-and-students/Students/>



ESTD 1906

OUTRAM SECONDARY SCHOOL

2026 Student Handbook

TABLE OF CONTENTS

GENERAL

Principal's Foreword	4
Our School History	6
About Sir James Outram	11
Our School Motto, Vision, Mission and Values	12
Our School Crest	15
Our School Song	16
Our Country	17
21st Century Competencies	19
Emergency Evacuation Plan	20

RULES AND POLICIES

School Rules and Regulations	22
Offences and Consequences	33
Bullying: What is it?	44
Mobile Phone Policy	46
Personal Learning Device (PLD)	47
Weighted Assessments/Examinations	50
Science Laboratory	52

Baseline Consequences for Serious Offences

- Disciplinary measures help students **learn that there are consequences** for their inappropriate behaviours and actions and **take responsibility not to repeat their mistakes**.
- The table below shows the baseline consequences for serious offences. Additional reflective measures will also be carried out to help students change their behaviour.

Baseline	Serious Offences	Very Serious Offences (i.e., egregious)
First-time offenders	<ul style="list-style-type: none">• 1 to 3 days of detention <u>and/or</u> suspension; <u>and/or</u>• 1 stroke of the cane (for upper primary and older boys only, with aggravating factors)• AND conduct grade adjustment	<ul style="list-style-type: none">• 3 to 5 days of detention <u>and/or</u> suspension; <u>and/or</u>• Up to 2 strokes of the cane (for upper primary and older boys only)• AND conduct grade adjustment (no better than 'Fair')
Second-time offenders	<ul style="list-style-type: none">• 3 to 5 days of detention <u>and/or</u> suspension; <u>and/or</u>• Up to 2 strokes of the cane (for upper primary and older boys only)• AND conduct grade adjustment (no better than 'Fair')	<ul style="list-style-type: none">• 5 to 14 days of detention <u>and/or</u> suspension; <u>and/or</u>• Up to 3 strokes of the cane (for upper primary and older boys only)• AND conduct grade adjustment ('Poor')
Subsequent offenders	<ul style="list-style-type: none">• 5 to 14 days of detention <u>and/or</u> suspension; <u>and/or</u>• Up to 3 strokes of the cane (for upper primary and older boys only)• AND conduct grade adjustment ('Poor')	

Examples of serious offences : Disruptive Behaviour, Cheating in Assessments/Tests/Exams, Vaping

Examples of egregious offences: Physical Bullying, Assault, Fighting, Sexual Misconduct, Drug Abuse, Vaping with Etomidate

Smoking and Vaping

Smoking: Key Facts

- The minimum legal age (MLA) to purchase, use, possess, sell and/or supply tobacco products is **21 years old**.
- It is an offence for an underage person to **use/possess/buy** any tobacco product. The penalty for using/possessing/buying: Fine not exceeding \$300
- Light/Menthol cigarettes are **not safer**, and smoking **does not relieve stress**.
- While deterrence is key, smoking **usually points to deeper issues** that are difficult to tackle through legislation.
 - For some youths, smoking is a **coping mechanism for problems such as relationship failure, exam stress, and family-related issues**.
 - For others, it is a lifestyle choice that could be influenced by people they look up to, such as family members, peers, or celebrities.
 - Hence, we **need to avail and promote healthy peer influence and activities** to divert teens away from smoking and encourage those who have been hooked to quit.

For more information and resources:

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

Vaping: Key Facts

- Vaping is **harmful to health**
 - Vapes contain **toxic substances and nicotine**, which is highly addictive.
 - Vapes with Etomidate pose **serious harms to users**. Effects include:
 - **Serious psychiatric effects** like suicidal behaviour
 - **Physical effects** such as confusion, loss of consciousness, uncontrolled movements
 - **Disruption of vital body functions**, for example, irregular heart rhythms, abnormal blood pressure, breathing difficulties, and hormone imbalances that can be **fatal** in severe cases.

For more information and resources:

<https://www.gov.sg/stopvaping/>

THE STRAITSTIMES



Menu

Lung damage, poor brain development, addiction: What vaping does to the body

[Sign up now! Get ST's newsletters delivered to your inbox.](#)



To young people, vapes, e-cigarettes, dab pens, pod-mods, and vaporisers are easy to hide, making it simple for them to be used undetected.
PHOTO: ST FILE

Vaping: Key Facts

- Vaping is **illegal** in Singapore
 - The Government has intensified efforts to combat vaping in Singapore, especially against the emerging trend of e-vaporisers containing harmful substances, such as etomidate.
 - From 1 September 2025, individuals caught possessing, using or purchasing e-vaporisers will face higher penalties.
 - Recalcitrant users may be required to undergo rehabilitation.



For more information and resources:

<https://www.gov.sg/stopvaping/>

School-based consequences for students caught smoking/vaping

- Use of e-vaporisers, not just etomidate abuse, are **serious offences in schools**.
- Students caught for **smoking, vaping and substance abuse** will be reported to HSA and CNB respectively.
- In addition, these students will face **school-based disciplinary consequences**.
 - From 1 September 2025, there will be a stricter framework to guide schools to mete out detention, suspension and/or caning (for boys only) for smoking and e-vaporisers-related offences.
 - Schools will also adjust the conduct grade of the student offender and take rehabilitative measures, such as counselling.
 - Recalcitrant offenders will face harsher measures.

For more information and resources:

<https://www.gov.sg/stopvaping/>

School-based consequences for students caught vaping

<u>MOE's Baseline</u>	<u>Vaping</u>	<u>Vaping with Etomidate</u>
First-time offenders	<ul style="list-style-type: none">• 1 to 3 days of detention <u>and/or</u> suspension; <u>and/or</u>• 1 stroke of the cane (for boys only, with aggravating factors)• <u>AND</u> conduct grade adjustment	<ul style="list-style-type: none">• 3 to 5 days of detention <u>and/or</u> suspension; <u>and/or</u>• Up to 2 strokes of the cane (for boys only)• <u>AND</u> conduct grade adjustment (no better than 'Fair')
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QuitVape

- For those who wish to quit vaping, support will be provided through the QuitVape programme.
- **Those who voluntarily seek help will not face penalties for doing so.**
- However, if the individual is separately caught for vaping, penalties under the various laws will be meted out.

For more information and resources:

<https://www.gov.sg/quitvape>

Support Hotlines

If you want to quit vaping but need support, **help is available:**

- **Health Promotion Board (HPB)'s QuitLine:** 1800 438 2000
- **National Addictions Management Service:** 6389 2200 / quitevape@nhghealth.com.sg / <https://for.sg/quitvapeappt>
- **WE CARE Community Services:** 3165 8017 or 8391 3023 (WhatsApp) / help@wecare.org.sg
- **Singapore Anti-Narcotics Association:** 6732 1122 / sana@sana.org.sg
- **Thye Hua Kwan Moral Charities:** 6337 1201 / tsd.referral@thkmc.org.sg
- **Fei Yue Community Services:** 6485 8749 / feiyuevapecessation@fycs.org

For more information and resources:

<https://www.gov.sg/quitvape>

ROLE OF PARENTS

What can parents do to help?

- Have open conversations with your child about vaping.
 - Be **Informal**: You can bring up the topic casually, like if you and your child see vaping content on social media, a vape report on the news, or someone vaping.
 - Be **Curious**: Ask your child what they know or think about vaping. You might be surprised by how much they already know. Thank them for sharing their thoughts and foster an open dialogue.
 - Be **Candid**: Then, share your own feelings about vaping in a simple and open way. For example, you could say, "When I see people vaping, I worry about their health. Vaping has a lot of health risks and it's not worth it. I want to help you figure out what to do if someone offers you a vape."

Additional Resources for Parents	Attachments
Parent's Guide on Vaping (Families for Life)	https://file.go.gov.sg/parents-guide-vaping.pdf

Hurtful Behaviours

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**

Examples of Hurtful Behaviours

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

Social

Leaving someone out of a group or things on purpose

Verbal

Name-calling, spreading rumours or making threats

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

Cyber

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)

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

Warning Signs To Look Out For

Distress Signals

- **D**isplaying out-of-character behaviour
- **I**njuries that are unexplained
- **S**udden changes in appearance, interest or habits
- **T**emperament changes (e.g. stressed)
- **R**ebellious/aggressive behaviour
- **E**xtended absence/deliberate social withdrawal
- **S**truggling to pay attention/increased lethargy
- **S**ending moody or morbid messages

Our Firm Stance on Hurtful Behaviours and Bullying

Any form of hurtful behaviour is **wrong** and **unacceptable**.

We will take action when informed of such cases.

- We will focus on developing a **caring and enabling school environment** by:
 - Strengthening our students' **character and resilience** through CCE lessons and student development experiences, helping them learn relevant social and emotional skills such as empathy, emotion regulation, friendship building
 - Developing **peer support culture** among students
 - Helping our students learn how to support their peers with peer bonding, helping and influencing skills; building positive peer relationships
 - Fostering **positive teacher-student relationships**
 - Conducting **regular professional learning** for school staff
 - **Equipping teachers to create positive class culture through role-modelling and effective management of hurtful behaviours and bullying incidents**

Content Reporting on Online Platforms

TikTok

TikTok allows users to report comment(s), direct message, a hashtag, an account, a TikTok LIVE comment, a TikTok LIVE video, a song/sound, a suggested search, a TikTok Now, a TikTok Sticker, a TikTok video.

To report a video in your TikTok app:

- Go to the video you need to report.
- Press and hold on the video.
- Select Report and follow the instructions provided.

Instagram

To report a post

- Click : for Android or ... for Apple users.
- Click Report.
- Follow the on-screen steps.
- To report a comment
- For Android users, long press on the comment. For Apple users, swipe left on the comment.
- Tap on 

Google/YouTube

To report inappropriate content on YouTube, tap on 'More' next to the video title or comment, and then select the reason for reporting.

Response and Intervention Process

Prioritise wellbeing of affected students

1. SUPPORT/SAFETY PLANS

Separate the students involved

Facilitate removal of hurtful online content (for online incidents)

Identify peers to befriend and look out for the affected students

Inform parents and enlist parents' help to monitor student's wellbeing

2. WORK WITH STUDENTS INVOLVED

Manage emotions

Mend ties and restore friendships

3. COMMUNITY RESOURCES

Engage specialised support such as REACH teams

ROLE OF PARENTS

What our students would like their parents to know (From FGDs)

"We see you as our **trusted adult** - someone we can turn to for **emotional support and advice**."



"We need **space** to handle **everyday conflicts ourselves** - it helps us build problem-solving skills."

"We want you to **partner** our teachers, working together with them to tackle bullying effectively."

"We value your **guidance**, but we'd like you to **step in directly only when things get really serious**."

ROLE OF PARENTS

What can parents do when their child is involved in a hurtful behaviour?

If your child is hurt (emotionally/physically)

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

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

- Calm them down. Speak in a gentle tone.
- Hear them out. Lend them a listening ear.
- Empathise with and acknowledge their feelings.
- Encourage them to seek help.
- Reassure them that you will always be there to support them and listen to their problems.



What can parents do when their child is involved in a hurtful behaviour?

If your child is the culprit

Remain calm and try to find out more from them. 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 (if relevant), e.g., their social media posts
- Reach out for **extra support from school**.

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



ROLE OF PARENTS

What can parents do when their child is involved in a hurtful behaviour?

Telling an adult is helping, not tattling.



If your child is a bystander

It is important for them to feel **safe** and **supported**. You can guide your child to take on **upstanding behaviours** and **look out for friends in need**.

- Ask your child whether they want you to **listen**, to **help with more ideas about what to do or help them to report the incident**.
- Remind your child **not to like, share, record or repost** the message or media if the act is surfaced online.
- Let your child know that **it is okay if they don't feel safe or confident to stand up to a hurtful incident**. Brainstorm with them on **ways they can support the victim**, e.g., go with another friend to report to the teacher.

Caring for the Students' Mental Health



A PRESENTATION BY
MINISTRY OF EDUCATION, SINGAPORE

What Will Your Child Learn in School?

Find out what your child will learn about **Mental Health and Well-being** during **CCE*** lessons and other programmes.

Lower Secondary

During CCE lessons, students will be taught:

- **Managing Thoughts, Feelings & Behaviour**
 - Managing negative thought patterns and stress
 - Practising self-control and emotional awareness
- **Strengthening Resilience and Well-being**
 - Building personal resilience using individual strengths
 - Reframing failure
- **Building Positive Relationship**
 - Connecting with people from diverse backgrounds
 - Challenging stereotypes and prejudices



Generation Grit: Bullied as a child, now he helps others



The Straits Times
722K subscribers

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102

Share

...



An example of a lesson in managing emotions. Resource Material from Sec 1 Lesson titled “Bouncing Back Stronger”. Parents can discuss with their child ways of overcoming challenges.

Extending Mental Health Education beyond school

- Parents are encouraged to have conversations with their children about what they are learning in their CCE lessons and school's well-being activities/programmes.
- Be present and show positive attention.

For older children

- 1 Ask about topics like their social interactions.
- 2 Pace conversations based on their receptiveness and responses. Avoid pressuring them to respond.
- 3 Let them know that you are asking because you love them and are curious about their interests.
- 4 Let them know you will listen whenever they are ready to share.

1 How was school today? You had a CCA leadership meeting, right?

It was okay...

2 What were some interesting things that happened?

...nothing much. I don't really want to talk about it.

2 It seems like you've had a long day. 3 I know your CCA is important to you, and I want to support you.
4 Let me know when you want to talk about it later.

Source: Parenting for Wellness ('Being Present and Showing Positive Attention', p.8)

The crucial role of parents

Your partnership with the school: Supporting your child together.

Importance of Family Support

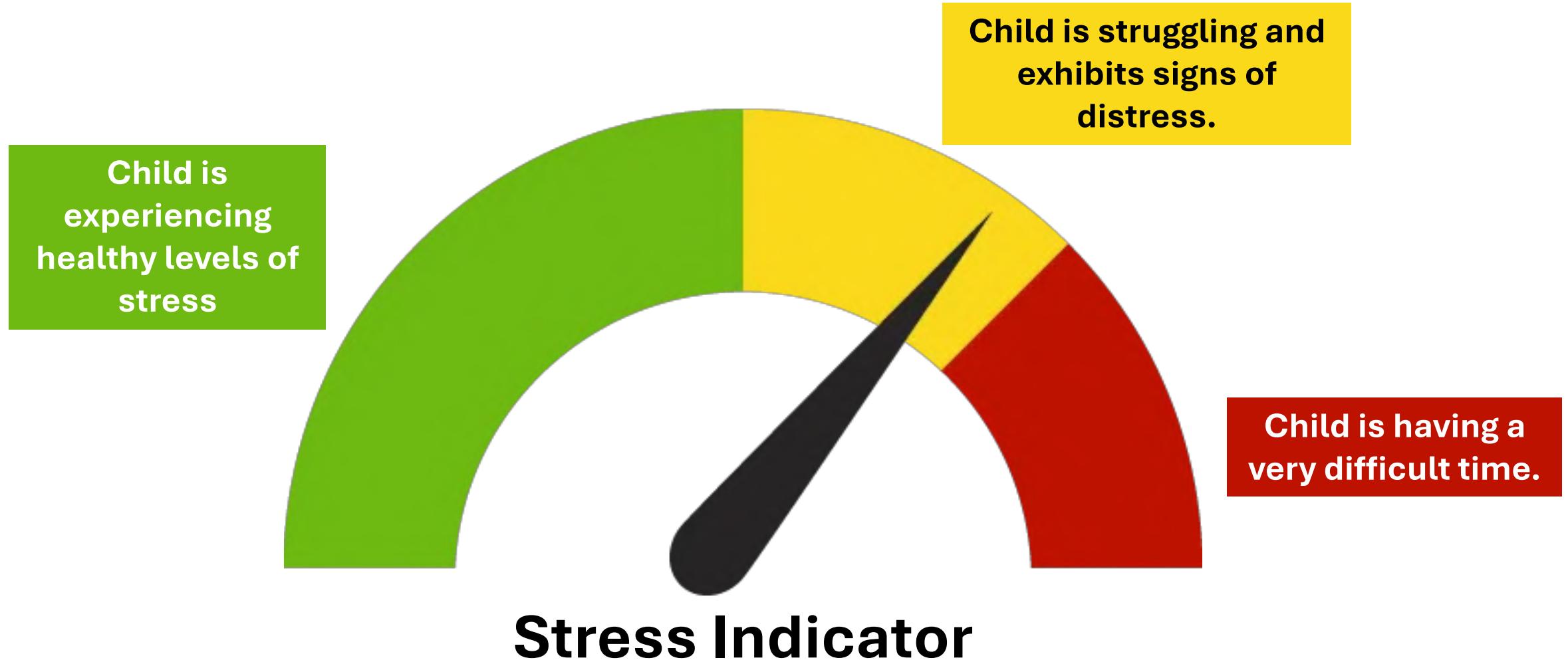
The Termly Check-In Surveys indicate that whilst *friends in school* are steadily growing as a source of support for Secondary School students, **families remain a primary source of support** when they are feeling stressed or anxious — demonstrating the **vital role parents play in their children's mental well-being**.



Parents remain a primary source of support for their child

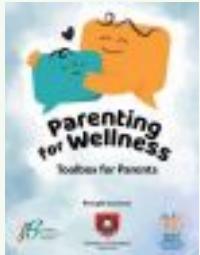
Did You Know?

The Difference between Stress and Distress



How can you support your child?

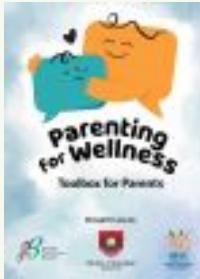
Look out for these signs of **DISTRESS** which indicate your child may need help to cope.



Scan the QR Code to read more about stress vs distress in the Parenting for Wellness toolbox. For the full toolbox, please refer to the additional resources slide at the end of the deck.

- D** Deliberately avoiding others
- I** Increased irritability, restlessness, agitation, stress and anxiety
- S** Sending or posting moody messages on social media
- T** Talking about death or dying
- R** Reacting differently or gradually losing interest in things they used to like
- E** Eating more than usual or having a much reduced appetite
- S** Sleep pattern changes with difficulty falling asleep or oversleeping
- S** Slowing down of energy levels

If you observe that your child may be struggling or showing signs of needing more support, you may use **C.H.E.E.R** to guide your conversations and support your child.



Scan the QR Code to read an example in the Parenting for Wellness toolkit, of how CHEER can be used. The full toolbox is available at the end of the presentation.



Source: Parenting For Wellness Toolkit

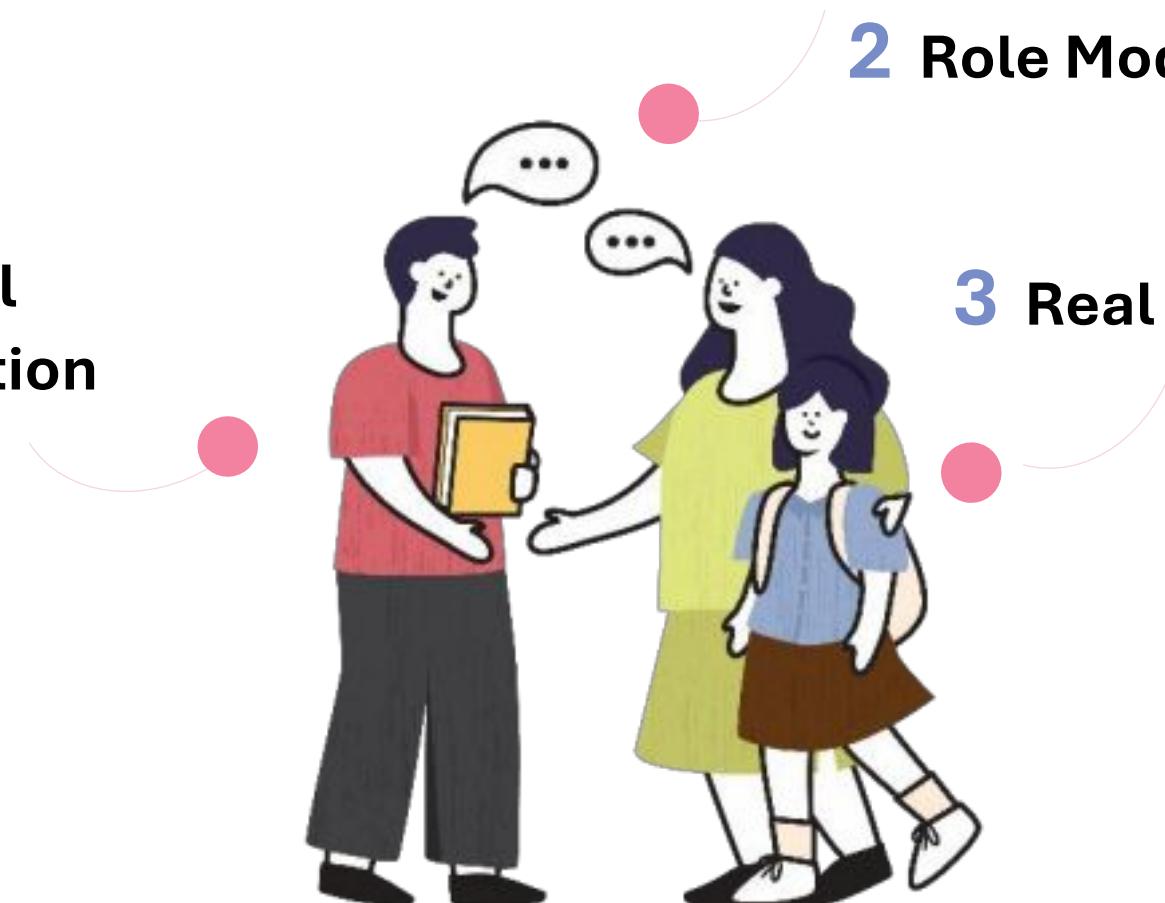
Supporting Your Child's Mental Well-Being Through School-Home Partnership (SHP)

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)



Additional Resources

Bite-sized practical tips and strategies to build strong parent-child relationships

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**.

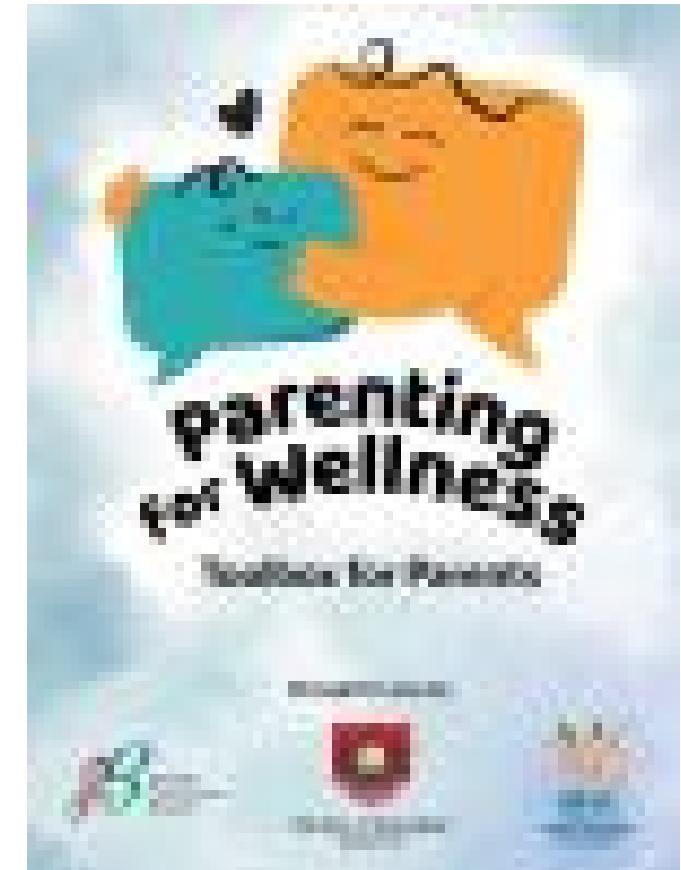


<https://go.gov.sg/pfw-toolbox-for-parents>



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

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.



Providing a safe space for conversations

**Tips taken from
Parenting For
Wellness Toolkit (p.11)**



This QR code takes you directly to page 11 of the toolbox. The full toolbox is available at the end of the presentation.

Things You Can Do



Listen attentively. Maintain eye contact and put away your devices to show that you are paying attention.



Ensure that the environment is conducive and comfortable for your child. E.g. recreate an environment where your child had previously opened up to you, and have the conversation in a place where your child feels they have privacy.



Listen to understand, instead of listening in order to give advice and offer solutions.



Take a step back to calm down if things get heated, and return to the conversation after calming down.



Check that your child is comfortable with you sharing what they have told you with other people. If you have to do so out of concern for their safety, explain to your child why it is necessary.

Things You Can Say

- Use open ended questions to find out more about your child's perspectives and feelings.

How did that make you feel?

- Acknowledge that your child's opinions and feelings are valid, even if you disagree with them or do not fully understand them.

I hear that you are feeling frustrated.

- Let your child know that it is natural to experience these feelings, and that you experience them too.

I can see why you are upset.
I would be too.

- If you are not sure what else to do, you can let your child know you are concerned for them, and offer support or a listening ear.

How can I help? What support do you need from me?

Compilation of Useful Resources

Parenting for Wellness Toolbox for Parents (condensed info)	go.gov.sg/pfw-toolbox-for-parents
Parenting for Wellness Website (full content)	go.gov.sg/hpbpfw
MOE YouTube video on how parents can support the social-emotional learning of their children.	go.gov.sg/selhome
MOE Parent Kit	https://www.moe.gov.sg/parentkit

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?

Teenagers are spending almost **8.5** hours on their devices a day, with the longest time spent on smartphones (3.5h).

Research has shown that both screen time and type of screen use (educational vs recreational) can impact our children's well-being.

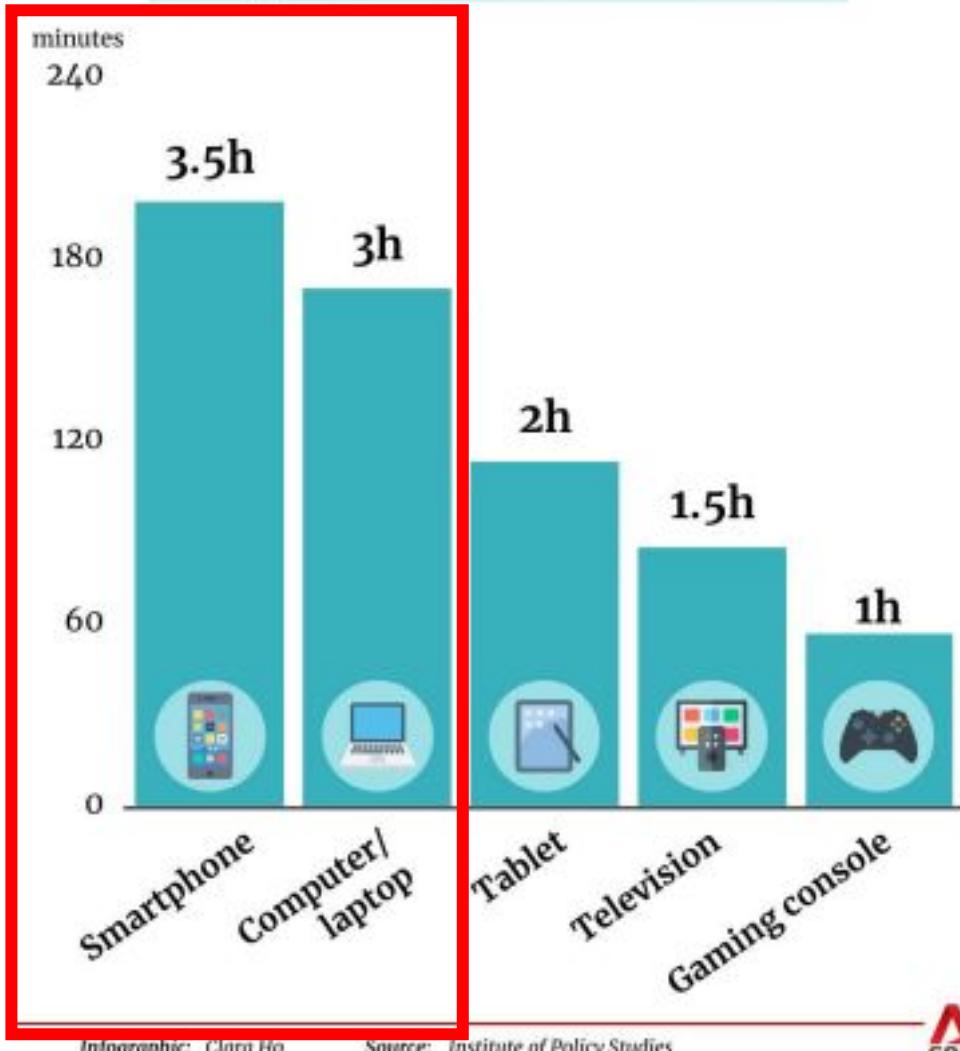
What does this mean?

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

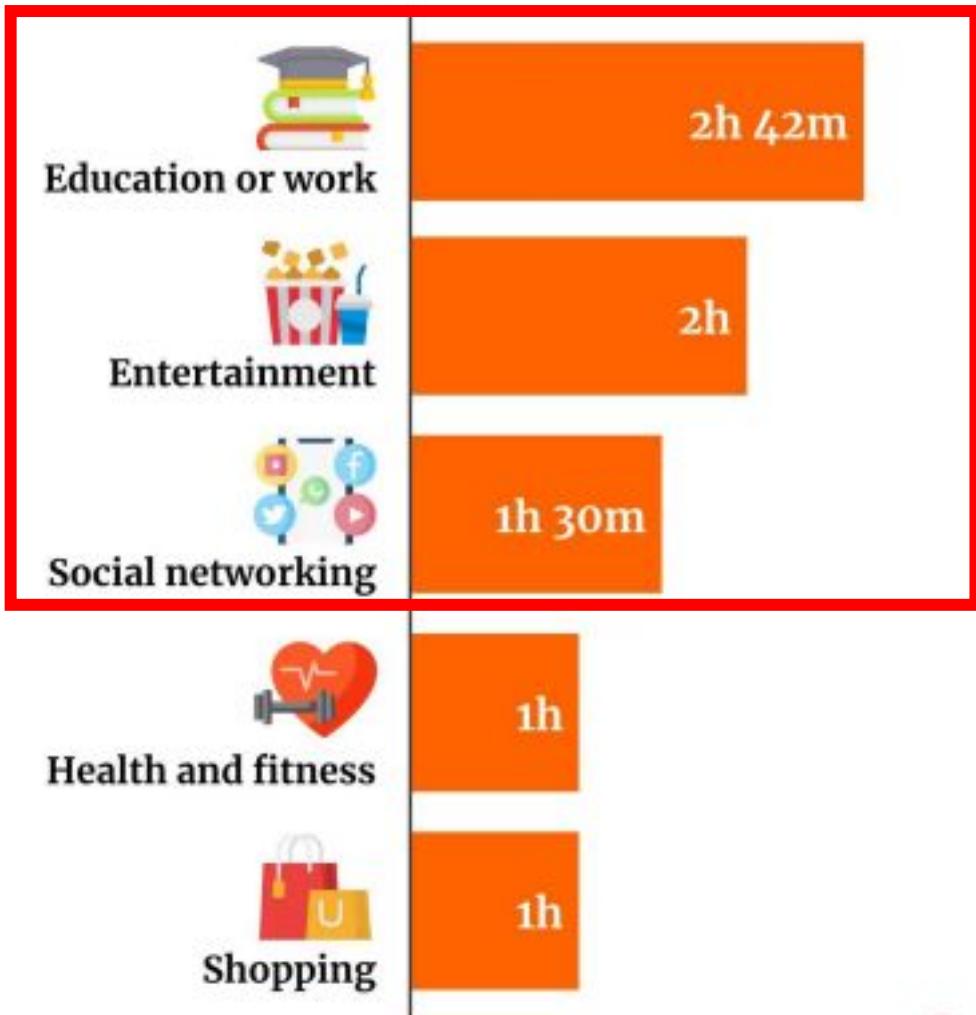
#1 Resources on balanced and purposeful screen use are available at the end of the presentation.

Devices teens use on a typical day

Average total time: 8 hours and 21 minutes



What teens are using their screens for on a typical day



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?

To keep our children safe online, we can set parental controls and have open and non-judgmental conversations with them.

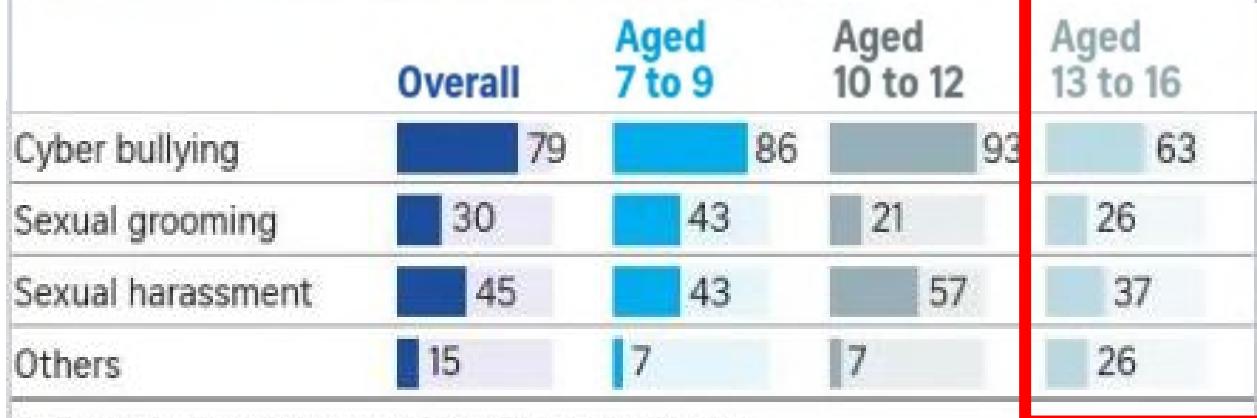
We need to balance active monitoring of our child's digital footprints with encouraging self-regulation and autonomy.

#2 Resources on harmful online content and providing a safe space are available at the end of the presentation. 65

CURRENT REALITY

Types and frequency of harmful content our children are exposed to

TYPES OF ONLINE HARASSMENT (%)



Source: **MILIEU INSIGHTS**
STRAITS TIMES GRAPHICS

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



Source: *MDDI Survey* (Feb 2024)

Did you know?

Online behaviours and habits can influence social behaviours offline.

This makes teaching children how to be respectful and gracious online even more important.

What does this mean?

Guide your child to **T.H.I.N.K.** before posting while they navigate the online space and interact with others. Teach them the value of respect.

#3 Resources from Parenting for Wellness T.H.I.N.K. are available at the end of the presentation.

Online Graciousness

Overall perception towards graciousness online saw a marked improvement from 2023, and significantly more observed positive change in the level of online graciousness over the last 6 months.



Source: [Singapore Kindness Movement](#) (18 May 2024)

Encourage more gracious online behaviour can translate into improvement in offline behaviour

Singapore Kindness Movement Graciousness Survey 2024 showed that online graciousness ratings have improved



T.H.I.N.K.

T.H.I.N.K. stands for **T**ruthful, **H**elpful, **I**nspiring, **N**ecessary, and **K**ind.

Ask your child if what they are about to post online is:



1
Truthful?



2
Helpful?



3
Inspiring?



4
Necessary?



5
Kind?

! If the answer to any of the above questions is 'No', they should not post 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 anything online, your child learns to be kind and avoids hurting others with their online behaviour.

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*** lessons and other programmes.

Secondary 1 and 2

During CCE
lessons,
students will
be taught:

Self-regulation and Self-control

- Recognise the importance of self-regulation and self-control for a balanced lifestyle of offline and online activities.

Cyberbullying

- Understand the importance of standing up against bullies in the online space
- What to do if student receives hurtful online messages
(Be S.A.F.E.* against hurtful behaviours and cyberbullying) **New!**

Artificial Intelligence and Deepfakes **New!**

- Understand the risks and harms of GenAI and Deepfakes in propagating misinformation
- Learn the laws in Singapore that protect us from harms caused by misinformation and deepfakes (e.g. POHA, POFMA)

Digital footprints

- Limit personal information that is disclosed online as digital footprints can have negative consequences

Staying Safe from Pornography

- Understand the health, legal and moral consequences of downloading and viewing pornography, and how it affects perceptions of self, others and relationships
- Understand that keeping, selling, sharing or forwarding pornographic materials is an offence
- Make healthy, responsible decisions for one's safety and well-being

* Please see next slide for S.A.F.E



* **S.A.F.E.** stands for:

- **Stop** all interactions with the bully; block them if necessary.
- **Assess** the situation. Think of the possible choices that you have and what will be the consequences of each choice on yourself and others.
- **Find** and save evidence of the incident (e.g. photos, online chats). Note down what happened.
- **Engage** a trusted adult and/or peer. Report the incident to the school and/or through the in-app reporting function.

#9 Resources on how to report incidents through online platforms are available at the end of the presentation.

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

1 Respectful Communication

Parenting teenagers is naturally more complex. School-parent partnerships become even more vital during this critical developmental phase.



2 Role Models

3 Real Connections

Respectful Communication

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



Have regular and genuine conversations with your child.

- **Pick the right time** – avoid conversations when they are emotional or reactive.
- **Put aside other tasks** when they approach you to talk
- **Show respect and curiosity.**

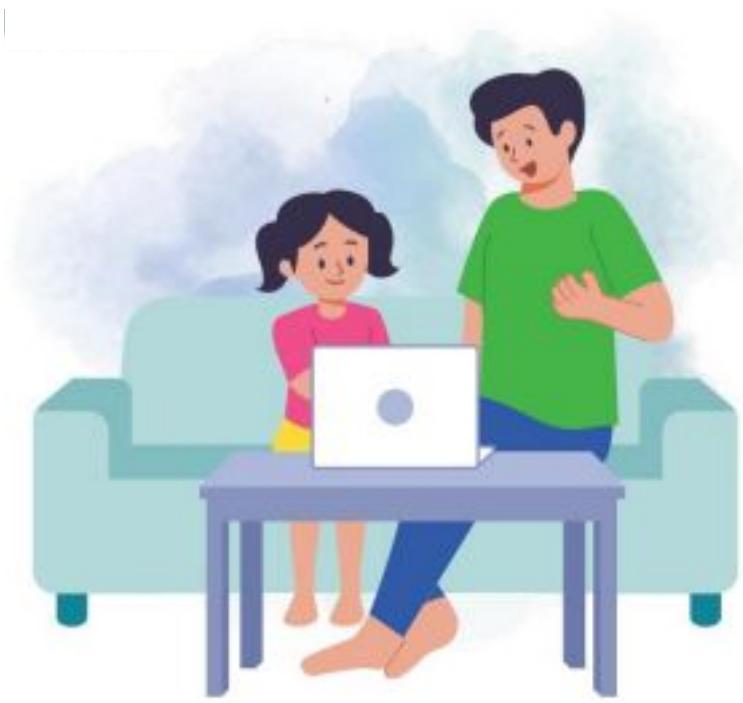


Communicate your actions and rationale.

- Let your child know **you care for them** and **want them to be safe online**.
- **Acknowledge their maturity** while expressing your concerns.



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



#4 Resources on having open conversations about digital habits are available at the end of the presentation.

Role Models

Teenagers continue to need strong role models during this crucial phase of their lives. As parents/guardians, you play a significant role in 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**, instead of listening to give advice and offer solutions.



#5 Resources on role modelling respectful communication are available at the end of the presentation.

Real Connections

It's never too late to start cultivating strong relationships and healthy habits in this digital age



Provide a safe space for conversations

- Teenagers may hesitate to share their true thoughts and feelings with their parents, as they may fear being judged or misunderstood.
- **Consistency and patience** will show your teenager that you're committed to understanding and supporting them.



Discuss and develop a family screen use plan together

- **Communicate the rationale of the plan** to your child – balanced use, keep safe online and creates time for family connection.
- **Teenagers need more flexibility** than younger children. **Respect your child's growing need for autonomy** and work on a plan together.



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

Conversations with your teenager

How can parents provide freedom, while still monitoring your child's activities online to ensure safety?



Monitor with transparency

If you're checking their devices or using parental controls, be upfront about it. Explain what you're monitoring and why, rather than doing it secretly. This builds trust while keeping them safe.

Respect their need for some privacy

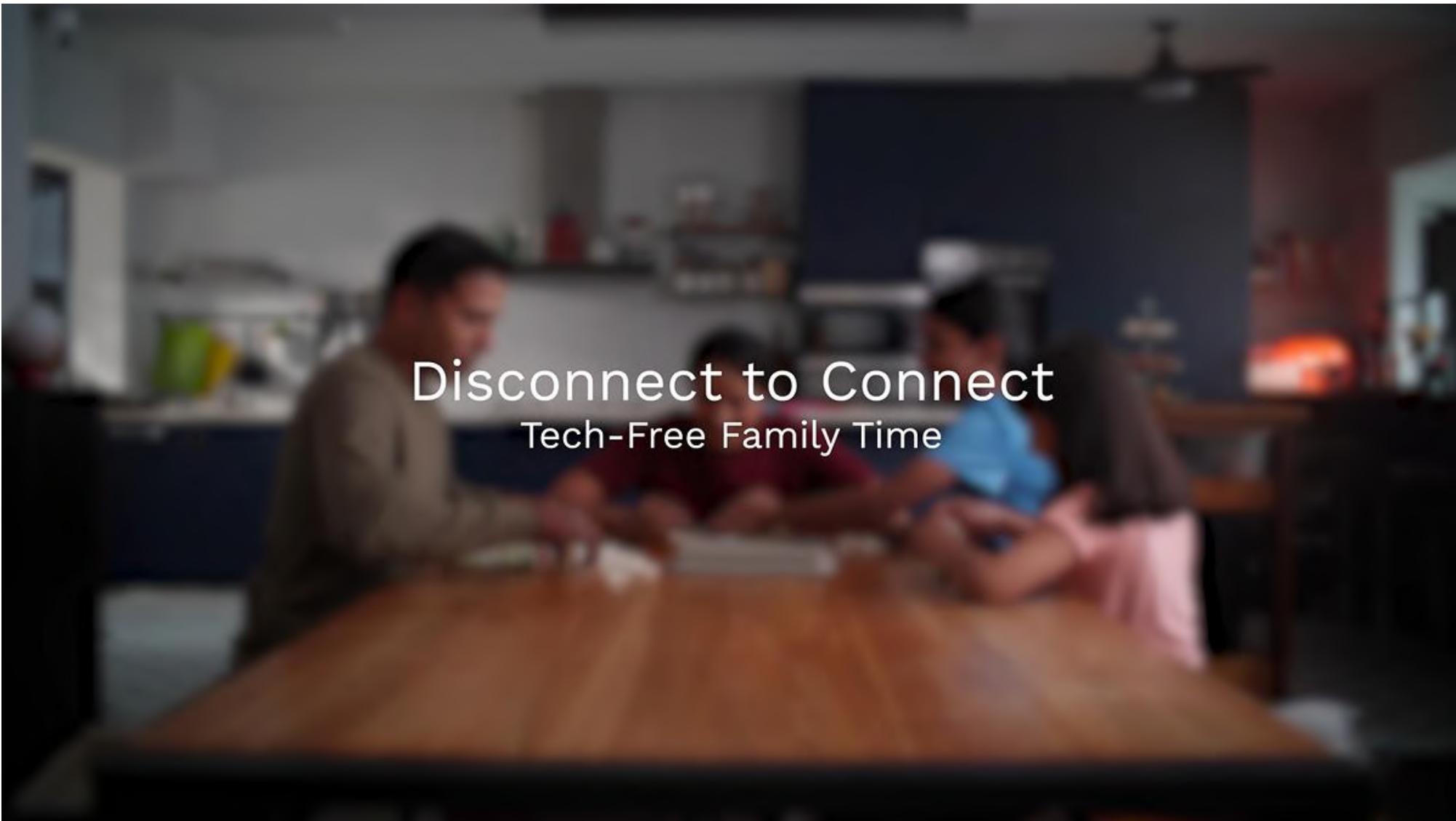
Teens need space to develop their identity. Consider monitoring safety-related activities while allowing private conversations with friends, unless there are specific concerns.

Give increasing freedom with age

Start with tighter monitoring for younger teenagers and gradually reduce monitoring as they demonstrate responsible behaviour. This helps them develop good judgement while still having your guidance.

Stay involved without hovering

Instead of constantly looking over their shoulder, show interest in their online world by asking about their favourite apps, games, or online friends.



Disconnect to Connect Tech-Free Family Time

- #7 Watch this video on YouTube about striking a balance between online and offline activities in your family:
[Ctrl + Alt + Disconnect: Press Pause Together](#)

Outram Instructional Programme (IP) Curriculum



Learners for life

Leaders of Integrity

Contributors with Compassion



Transition into Secondary One

Helping your child make the smooth transition into secondary school



Understanding your child

What your child may be experiencing

- **Overwhelmed** by a different school environment, longer days, and a wider range of subjects
- Navigating the **stress of making new friends**, fitting in with peers, and finding their place in a new community
- Influenced by peer relationships and online interactions, which shape their **self-image and confidence**
- **Adjusting to new routines**, multiple subject teachers, and increased personal responsibilities
- **Feeling tired** from earlier school hours and heavier curriculum load
- **Experiencing typical teen changes** — seeking independence but still needing support and reassurance



Supporting your child

How you can support your child

- Take an **active interest** in what your child is curious about or learning, their friends and online activities, and not only their grades
- **Acknowledge** their feelings and normalise setbacks as part of dealing with changes
- **Affirm** effort and small improvements to build confidence
- Guide them gradually in **managing new routines** (e.g., timetable, preparing materials, balancing schoolwork and CCA)
- Encourage **healthy habits** — sleep, screen time, exercise, and family connection
- **Respect** their growing independence, while being present as a consistent and supportive guide



School Vision

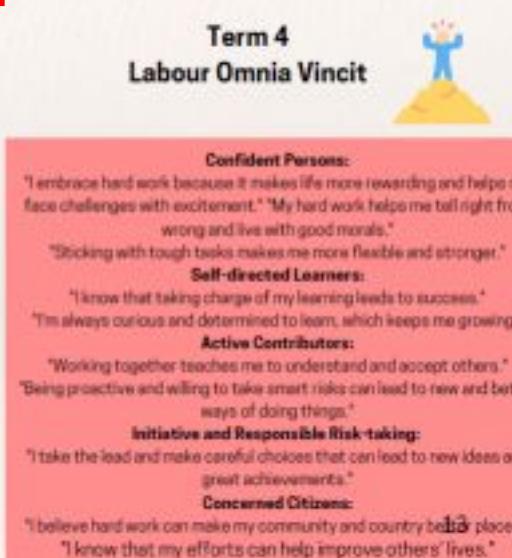
Learners for Life

Leaders of Integrity

Contributors with Compassion



STUDENT PROGRESSION MAP



KEY MINDSETS

Growth Mindset	Abundance Mindset	Outward Mindset
I am open to learning and believe my abilities can improve with effort.	I am optimistic and believe there are sufficient resources and opportunities for everyone.	I am considerate and focused on understanding and meeting the needs of others.
I can embrace challenges, learn from criticism, and persist despite setbacks.	I can share generously, celebrate others' successes, and seek collaborative solutions.	I can see things from others' perspectives, build strong relationships, and contribute positively to my community.
I have a supportive environment that encourages continuous learning and growth.	I have a nurturing environment that fosters a sense of plenty and mutual support.	I have a caring environment that values empathy, cooperation, and mutual respect.

Student Development @ Outram

Empowering Outramians as
Creators, Connectors and Contributors

STUDENT OUTCOMES

SO2.1

CONFIDENT &
RESILIENT
OUTRAMIAN

SO2.2

PASSIONATE &
COMPASSIONATE
CONTRIBUTOR

SO2.3

CIVIC LITERATE
& GLOCALLY
COMPETENT
CITIZEN

SO2.4

UPLIFTED
OUTRAMIAN

SO2.5

PURPOSEFUL
LEADER



Outram Secondary 1 Focus



ESTD 1906

Bloom

WHERE YOU ARE PLANTED



Sec 1: *Connect with Self and School*

Let us nurture a sense of belonging and pride in our Sec 1 students as they transition to secondary school life in Outram. Let us help them bloom where they are planted!



Outram Secondary School

ESTD 1906

Enduring Understanding

At OSS, learning is a joyful journey of discovery. Each subject invites you to explore new ideas, develop integrity, contribute with compassion, and grow as a learner for life.



Rooted in Legacy,
Rising in Aspiration





Outram Secondary School

ESTD 1906

Essential Questions

- 01.** What makes learning meaningful, enjoyable, and worth pursuing?
- 02.** How does each subject help me understand the world in a different way?

- 03.** How can I stay curious and open to new ideas as I begin my secondary school journey?



Rooted in Legacy,
Rising in Aspiration





Mathematics / Sciences

3Cs of STEM Education	Landing Points
Be <u>Curious</u>	<ul style="list-style-type: none">• STEM is everywhere, not just confined to the laboratories and classrooms.• STEM begins with a curious mind and a keen eye for detail and patterns.• The activities on your BINGO sheet show the phenomena and patterns around us.
Be <u>Creative</u>	<ul style="list-style-type: none">• Primary school has built your foundations in Science and Maths. Use what you have learnt to spot patterns, make connections and think in new ways.• There's often more than one way to solve a problem. Fall in love with the problem, not the solution.
Be the <u>Change</u>	<ul style="list-style-type: none">• Let your understanding of STEM guide your actions.• Even small choices can improve the world around you.



Outram Secondary School

Humanities



Rooted in Legacy,
Rising in Aspiration

Understanding the World; Understanding Ourselves (3Ps)

Period	History	<ul style="list-style-type: none">• Phases (stages) in Historical study• Activity: Sorting Game - Informed Guess
Places	Geography	<ul style="list-style-type: none">• Place - Physical & Human• Activity - Why do places change over time?
People	Social Studies	<ul style="list-style-type: none">• People - Citizens of Singapore, the world• Activity - Bubble, Trouble (Word bubbles of what people in the same space think about e.g. People's Needs differ)





Outram Curriculum Structure

- Outram adopts a **2-week cycle timetable**. [Odd week and Even week]
 - **35 minutes Recess** is staggered for different classes.
 - Students will have an assigned **lunch break** reflected in timetable for days with late dismissal or afternoon CCA (**Mondays & Wednesdays**)
 - **Monday lessons will end at 1555 hr.**
 - **Tuesday & Thursday lessons will end at either 1335 or 1410 hr.**
 - Lower Sec Curriculum is broad-based, content and skills development leading up to National Examinations (O & N Levels)
 - **CCA practice days** are on Wednesday (in the afternoon) and Friday (in the morning after Combined Assembly).
 - Blended-Learning (B-L) Day
- [Home-based Learning] is on Even week Fridays.**

New Sec 1 Challenges



	Primary School	Secondary School
No of Subjects	4 to 5	<ul style="list-style-type: none"> • 8 to 10 [Lower Sec] • 6 to 8 [Upper Sec]
Curriculum Time	Shorter curriculum time	<ul style="list-style-type: none"> • Report at 0720 hr, and the flag-raising ceremony at 0730 hr • Lessons start at 0745 hr
Homework Include practice exercises, performance tasks, projects, reading and research work etc.	Fewer, and short assignments	<ul style="list-style-type: none"> • Different subjects have different expectation and guidelines on the assigning of homework • Teachers will coordinate the submission timing and quantity of homework assigned for the students to manage.



Primary School	Outram Curriculum
English Mother Tongue Mathematics Science	English Mother Tongue Mathematics Science [Physics, Chemistry & Biology] Geography History Literature in English Design & Technology(D &T) Food and Consumer Education (FCE) Arts
Every subject count towards the overall percentage	
<u>Non-Examinable Subjects</u> Character & Citizenship Education (CCE) Physical Education (PE) Music	<u>Non-Examinable Subjects</u> Character & Citizenship Education (CCE) Physical Education (PE) Music

Sample of Class Timetable



OUTRAM SECONDARY SCHOOL, SINGAPORE

A39

	Odd Week						Even Week										
	Mo	Tu	We	Th	Fr		Mo	Tu	We	Th	Fr						
0 7:30 - 7:45	Asm	Asm	Asm	Asm			Asm	Asm	Asm	Asm							
1 7:45 - 8:20	CCE	MA1	MA2	MA3	SC2	SC3	SC3	LT2	LT3	School Bonding	HEM G1	GE2	GE3				
2 8:20 - 8:55	EL2	EL3	EL3	PE	SC2	SC3	SC3			MA1	LT2	LT3	SC2	SC3	SC3		
3 8:55 - 9:30	EL2	EL3	EL3	PE	SC2	SC3	SC3			EL2	EL3	EL3					
4 9:30 - 10:05	EL2	EL3	EL3	PE	SC2	SC3	SC3			MA1	H2	H3	CCE	EL2	EL3	EL3	
5 10:05 - 10:40	Recess		Recess		SC2	SC3	SC3			MA1	H2	H3	CCE	PE	PE	PE	
6 10:40 - 11:15	MA1	MA2	MA3	C C C M M M T T T L L L G G G O O O O O O	SC2	SC3	SC3			SC2	SC3	SC3	PE	SC2	SC3	SC3	
7 11:15 - 11:50	MA1	MA2	MA3	L L L L L L L L L L L L G G G G G G G G G G G G	SC2	SC3	SC3			SC2	SC3	SC3	PE	SC2	SC3	SC3	
8 11:50 - 12:25	SC2	SC3	SC3	SC2 SC3 SC3	EL2	EL3	EL3	OT	FCE	SC2	SC3	SC3	PE	SC2	SC3	SC3	
9 12:25 - 13:00	SC2	SC3	SC3	AR	SC2	SC3	SC3	11:45 - 12:15	Lunch	SC2	SC3	SC3	PE	SC2	SC3	SC3	
10 13:00 - 13:35	Lunch		AR		SC2	SC3	SC3	11:45 - 12:15	Lunch	SC2	SC3	SC3	PE	SC2	SC3	SC3	
11 13:35 - 14:10	HEM G1	H2	GE3	Math G1*	GE2	H3	PE	SC2	SC3	SC3	SC2	SC3	SC3	DT	DT	DT	
12 14:10 - 14:45	SC2	SC3	SC3	Math G1*	GE2	H3	PE	SC2	SC3	SC3	SC2	SC3	SC3	PE	SC2	SC3	SC3
13 14:45 - 15:20	SC2	SC3	SC3	AR	SC2	SC3	SC3	12:45 - 13:15	Lunch	SC2	SC3	SC3	AR	SC2	SC3	SC3	
14 15:20 - 15:55	SC2	SC3	SC3	AR	SC2	SC3	SC3	12:45 - 13:15	Lunch	SC2	SC3	SC3	AR	SC2	SC3	SC3	
15 15:55 - 16:30	SC2	SC3	SC3	AR	SC2	SC3	SC3	12:45 - 13:15	Lunch	SC2	SC3	SC3	AR	SC2	SC3	SC3	

Sample of Student Timetable

OUTRAM SECONDARY SCHOOL, SINGAPORE

	Odd Week						Even Week					
	Mo	Tu	We	Th	Fr		Mo	Tu	We	Th	Fr	
0 7:30 - 7:45	Aam	Aam	Aam	Aam			Aam	Aam	Aam	Aam		
1 7:45 - 8:20	CCE	MA3	SC3	LT3			Aam	GE3	LT3	SC3		
2 8:20 - 8:55	MT Nasaria Rammat / EL Dorothy Tan	MA Quek Beng Hong / PE Chong Yau Kiating PE	SC3	HU Gary Pei	School Bonding		HU Agilan	HU Gary Pei	SC3			
3 8:55 - 9:30	EL3	PE	5:45 - 9:15 Recess	SC3			A37	EL3	PE			
4 9:30 - 10:05	EL Dorothy Tan	PE Chong Yau Kiating PE	9:15 - 10:15 Music Room	Recess			HU Nanthini Gunasekaran	MT Nasaria Rammat / EL Dorothy Tan	9:15 - 9:45 Recess	PE Chong Yau Kiating PE		
5 10:05 - 10:40	Recess	Recess	MU				Recess	Recess	Recess	Recess		
6 10:40 - 11:15	A37	MA3	M L L G G 3 1 1 3	10:15 - 11:15 A37	EL3		A38	PE				
7 11:15 - 11:50	MA3	MA Quek Beng Hong / PE Chong Yau Kiating PE	M L L G G 3 1 1 3	MA3	EL Dorothy Tan		SC3	PE				
8 11:50 - 12:25	A38	SC3	SC3	EL3	FOE DT		SC3	PE				
9 12:25 - 13:00	SC3	AR	11:45 - 12:15 Lunch				SC3	PE				
10 13:00 - 13:35	Lunch	AR Berene Wong	12:15 - 12:45 A37	EL3	FOE DT		EL3	PE Chong Yau Kiating PE / MA Quek Beng Hong				
11 13:35 - 14:10	A37	GE3	HU Nanthini Gunasekaran	PE Chong Yau Kiating PE			FOE DT	PE Chong Yau Kiating PE / MA Quek Beng Hong				
12 14:10 - 14:45	GE3	HU Agilan					M L L G G 3 1 1 3	Lunch				
13 14:45 - 15:20	M L L G G 3 1 1 3						M L L G G 3 1 1 3	SC3	Lunch			
14 15:20 - 15:55	M L L G G 3 1 1 3						M L L G G 3 1 1 3	SC3	Lunch			
15 15:55 - 16:30							M L L G G 3 1 1 3	SC3	Lunch			



Term 1 Odd Week Fridays	School Bonding (0800 to 0915 hr)
Week 1 (10 Jan)	FT bonding session with students
Week 3 (23 Jan)	Distinguished Speaker Series (Sharing by NCMP)
Week 5 (6 Feb)	NSG Oath Taking Ceremony
Week 7 (20 Feb)	CNY / TDD Celebrations
Week 9 (6 Mar)	House Bonding





2026 Personal Learning Device (PLD) Updates

Intent to Purchase of PLD from Parent/Guardian

Actions from Parent/Guardian **by Friday 9 Jan 2026**

- (i) Respond to Parents Gateway message titled '**Consent to Purchase of Personal Learning Device (PLD) and Installation of Device Management Application (DMA)**' posted on 29 Dec 2025, 1512 hr
- (ii) Submit the Edusave Standing Order FormSG (**Applicable to Singapore Citizen students only**)

Link to Edusave Standing Order FormSG

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



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

Device to be used in Outram Secondary School

- Note that only **Chromebook** is allowed to be used.





Cyberbullying

Building Resilience and Character
while creating safe spaces for our youths.

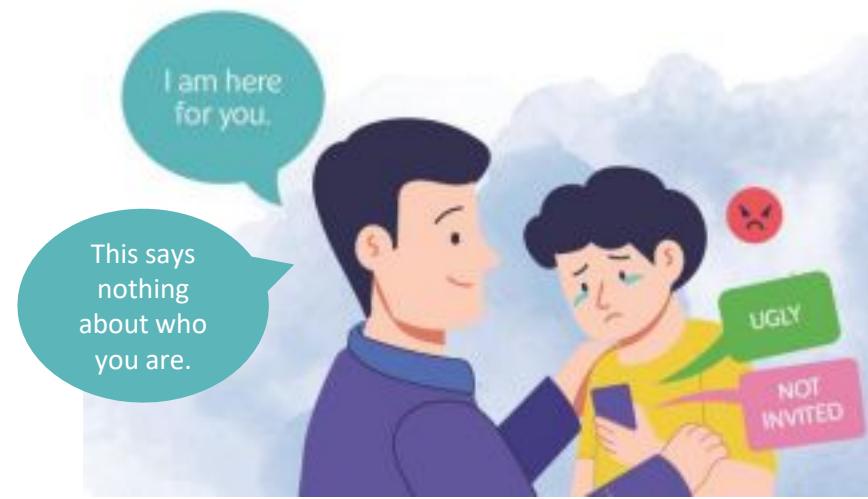
Did you know?

A 2022 Singapore study of with more than 1,000 Singaporeans found that **nearly half** of those aged 15 and above experienced online harm, including cyberbullying and stalking.

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: [MDDI Press Release](#), 2022



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

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

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)

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

Do you know the different roles* in bullying?



Bystanders: Their role dynamics

- **Assistant** - helps the bully
- **Reinforcer** - observes and encourages the bullying
- **Upstander** - stands up against the hurtful behaviour, comforts the victim or gets help
- **Outsider** - avoids acting or taking sides

*The terms used here are meant to provide a simplistic description and are not meant to label students.

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.)?**



IS IT TRUE?

Is this a fact or just an opinion or feeling?



IS IT HELPFUL?

Does it help you, them, or the situation?



IS IT INSPIRING?

Would it encourage, motivate, and make someone feel better?



IS IT NECESSARY?

Does it really have to be said, or you just want to or feel like saying it?



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?

#13 Resources on tips and strategies to support your child when they are cyberbullied are available at the end of the presentation.

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

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

Step	Action	Sample Response
1	Calm them down Speak in a gentle tone.	You seem upset. Let's sit down and talk about it.
2	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.
3	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.
4	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.
5	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.



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

* 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?



#9 Resources on how to report incidents through online platforms are available at the end of the presentation.

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.



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

How can 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.





Online Challenges and Hoaxes

It's fun and trendy, but is it safe?



**It's fun and
trendy, but is it
safe?**

THE STRAITS TIMES

MOE warns of dangerous social media challenges, parents advised to be on lookout for their children



The Ministry of Education issued an advisory to parents regarding the risks participating of online trends.
PHOTO: Screengrab/TikTok/Runner Kao



Left: An image of a person jumping off a moving boat taken from a TikTok video. Right: A file photo of the TikTok logo seen on a smartphone. (Image: TikTok/dayyachtcharters; File photo: AFP/Wakil Kohsar)

Claims about deaths from TikTok boat-jumping challenge are untrue, says Alabama agency



What can I do to keep my child safe from online challenges and hoaxes?

- **Read up and stay informed of trends happening online.** You can also ask your child to share.
 - ❑ e.g. What are the trending challenges happening online right now? Are they very popular among your friends?
- Get your child to think about the benefits and risks of participating in online challenges using **Stop-Think-Do**.
- When they encounter an online challenge, get them to:
 - **Stop** what they are about to do.
 - **Think** of the different choices they have and the consequences of each choice for themselves and others.
 - **Do** the most responsible action for themselves and others. Encourage them to talk to you or a trusted adult for support if necessary.

#11 Resources on Online Challenges and Hoaxes (Module 9 on PfW website) and conversation starters are available at the end of the presentation.



Scams and Misinformation

Youths are vulnerable too!



Exposure to Scams and Misinformation

Youths are especially vulnerable to e-commerce scams as they frequently shop online and are influenced by social media trends.

THE STRAITSTIMES

54 Taylor Swift fans lost at least \$45k in concert ticket scam in less than a week

54 Taylor Swift fans lost at least \$45k in concert ticket scam in less than a week

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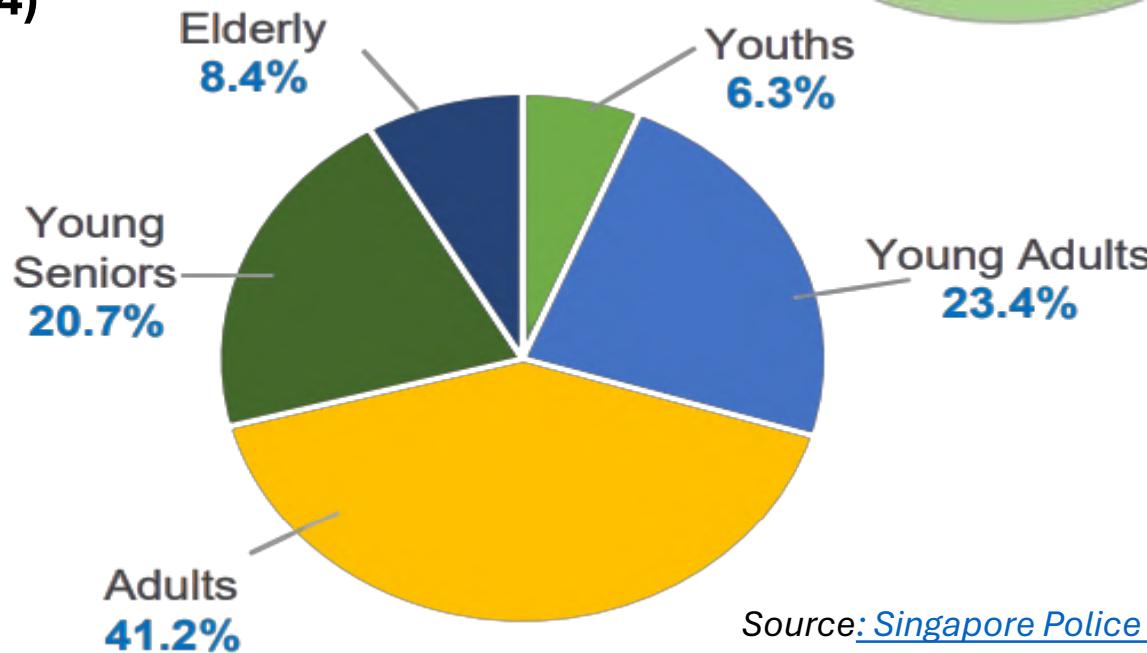
Source: [Taylor Swift ticket scams, as reported by Straits Times](#)

Exposure to Scams and Misinformation

Distribution of Scam Types Affecting Youth aged 19 and below (2024)



Scam Victim Age Profile (2024)



Source: [Singapore Police Force](#), 14 Nov 2024

Scams and Misinformation – How can I help?

Teach them to ACT against Scams

	ADD ScamShield app and contact numbers	<ul style="list-style-type: none">Help your child download the ScamShield app, which helps block scam calls and filter malicious SMSes.Encourage your child to develop the habit of saving contact numbers.
	CHECK for scam signs and with official sources	<ul style="list-style-type: none">If your child shops online, have a conversation with them about being cautious of deals that seem too good to be true!Always verify suspicious links by checking directly with the official organization.Guide your child to be S.U.R.E (Source, Understand, Research, Evaluate) and exercise discernment in evaluating information.
	TELL Authorities, family, and friends about scams	<p>If you suspect your child has encountered a scam:</p> <ul style="list-style-type: none">Call the bank to activate “kill switch”.File a Police Report online or at the nearest Neighbourhood Police Post.Share scam encounters with family, friends or on the ScamShield app to prevent future victims.

#12 Resources from ScamShield and S.U.R.E. are available at the end of the presentation.



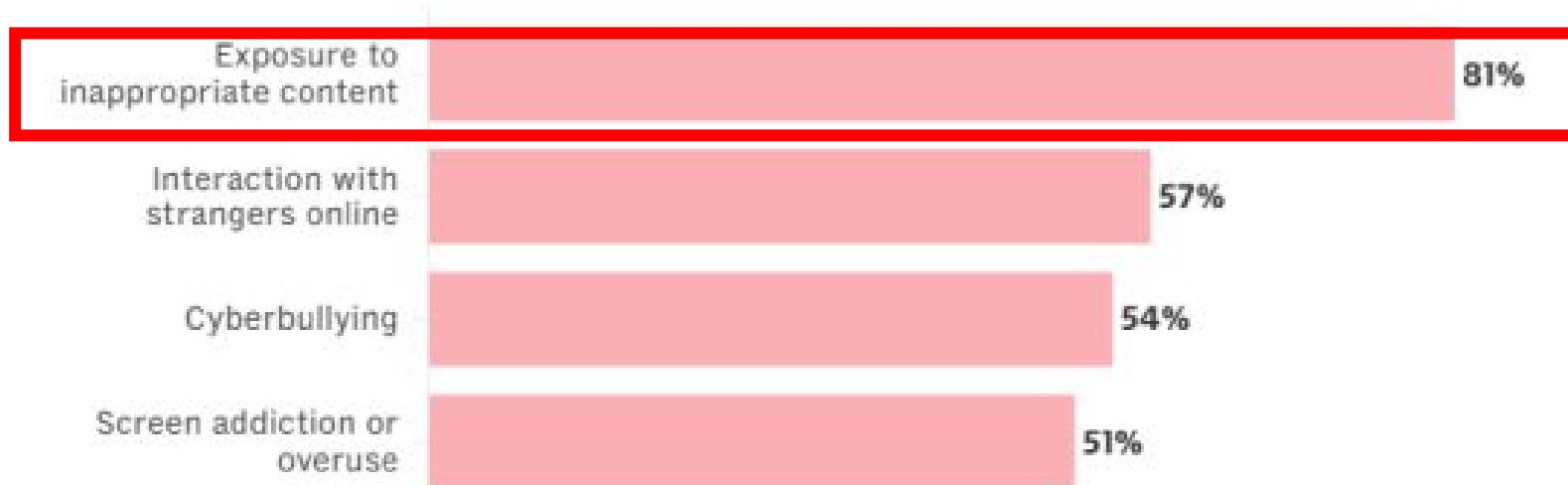
Exposure to Pornography

Keeping our children safe from inappropriate online content

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

Did you know?



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.**

Misleads perceptions and attitudes towards men and women

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

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.**

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 normalize inappropriate behaviours.

What is my child learning in school?

During CCE lessons, students will be taught:

Staying Safe from Pornography

Secondary 1

- Understand the health, legal and moral consequences of downloading and viewing pornography, and how it affects perceptions of self, others and relationships
- Understand that keeping, selling, sharing or forwarding pornographic materials is an offence
- Make healthy, responsible decisions for one's safety and well-being

Secondary 4

- Understand the impact of pornography exposure on relationships
- Learn about the legal provisions on pornography and how to respond, seek help and prevent its occurrence



You can support your child by:

- Creating a safe space for your child to share where he or she may have seen highly sexualised content, ask questions and discuss concerns
- Having 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.
 - Communicate intentions about keeping your child safe and discuss about the usage of parental controls and content filters on internet browsers.
- 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 explicit images with anyone - not friends, dating partner or online; and explain how your child's images can be altered and used as a deepfake to harm him or her.

#1 Resources on [tips and strategies on device use to help your child stay safe online](#) are available at the end of the presentation.

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

Suggestions for Conversation Starters

***“Have you ever seen
anything online that
looks pornographic?”***

*Depending on the conversation, you may
use alternative terms such as “indecent” or
just “naked people on screen”.*



***“Do your friends look
at pornography?”***

***“Have you ever seen
it?”***

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

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

#2 Resources to ensure your child's safety on online platforms are available at the end of the presentation.

If your child says 'yes', you can follow up with:

<i>"Where did you see it? Did someone show it to you?"</i>	<ul style="list-style-type: none">• 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.
<i>"How did you feel when you saw it?"</i>	<ul style="list-style-type: none">• Focus on how your child felt when he or she saw it because this will tell you more about the sort of impact it has on your child.• Encourage your child to think about the effects this content can have on people e.g. watching pornography can create very unhealthy perceptions of relationships for youths.
<i>"What do you think you should do if someone tried to show you something like this again?"</i>	<ul style="list-style-type: none">• Let your child share responses and guide him or her to understand that it is harmful to look for such content.• Discuss ways to keep your child safe such as through enabling safe-search options or installing parental controls which can block certain websites.• 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.

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!

Scan here to
access the PfW
Toolbox for Parents:



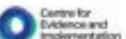
Positive Use Guide on Technology and Social Media

Scan here to access
the Positive Use Guide:



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 and Online Safety
- Respectful Communication
- Role-modelling healthy habits
- Fostering Real Connections
- Cyberbullying
- Online Challenges and Hoaxes
- Scams and Misinformation
- Parenting for Wellness
- Positive Use Guide on Technology and Social Media

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



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

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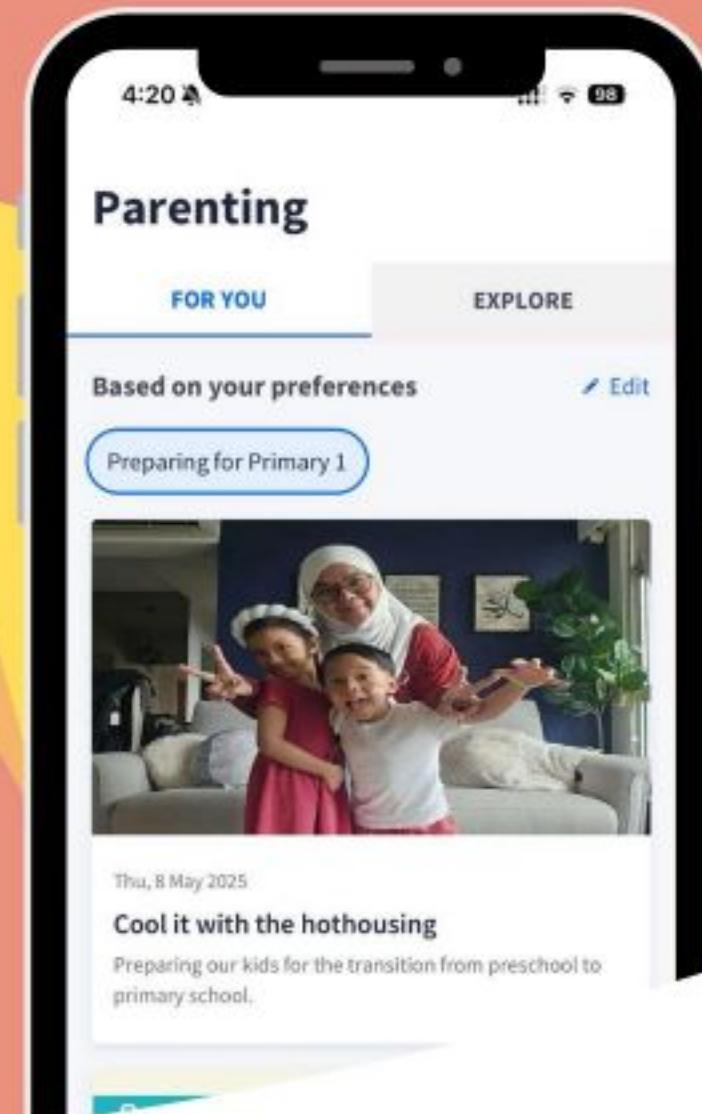




Parenting Resources on Parents Gateway (PG)



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.

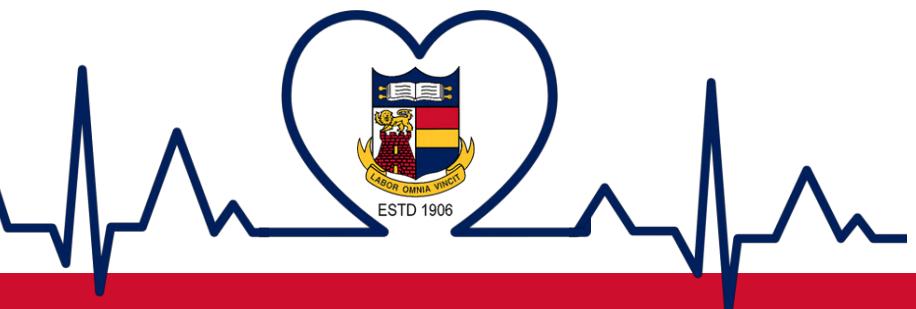




Outram Secondary School Parent Support Group (PSG)

Join us and be part of building strong partnerships between the school and our parent community.

Whether you're interested in peer support or resource contribution, we welcome you to join our community of dedicated parents working together for our children's success.



Register your interest today!
<https://go.gov.sg/oss-psg>