

P3 Parents' Briefing

6 February 2026

Agenda

- Welcome Address by School Leader
 - Briefing by Assistant Year Heads
 - Briefing by Form Teachers



Mission

- Building Character
- Enriching Lives
- Stretching PoTential

School Motto

Wisdom & Courage

Wisdom to choose,

Courage to do the right thing.





Vision

LIFELONG LEARNERS, LEADERS OF CHARACTER



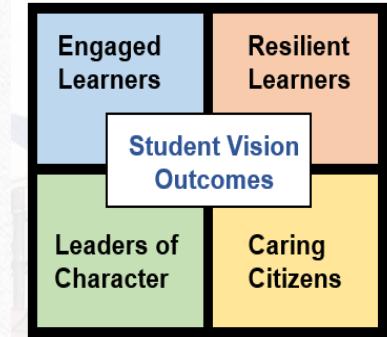


Core Values

- P** Perseverance
- R** Respect
- I** Integrity
- D** Diligence
- E** Empathy



Student Vision Outcomes



- Engaged Learners
- Resilient Learners
- Leaders of Character
- Caring Citizens



Home-School Partnership



Working together for the child

We hope to partner you in your child's development journey.

1. Knowing your
child

2. Developing
your child

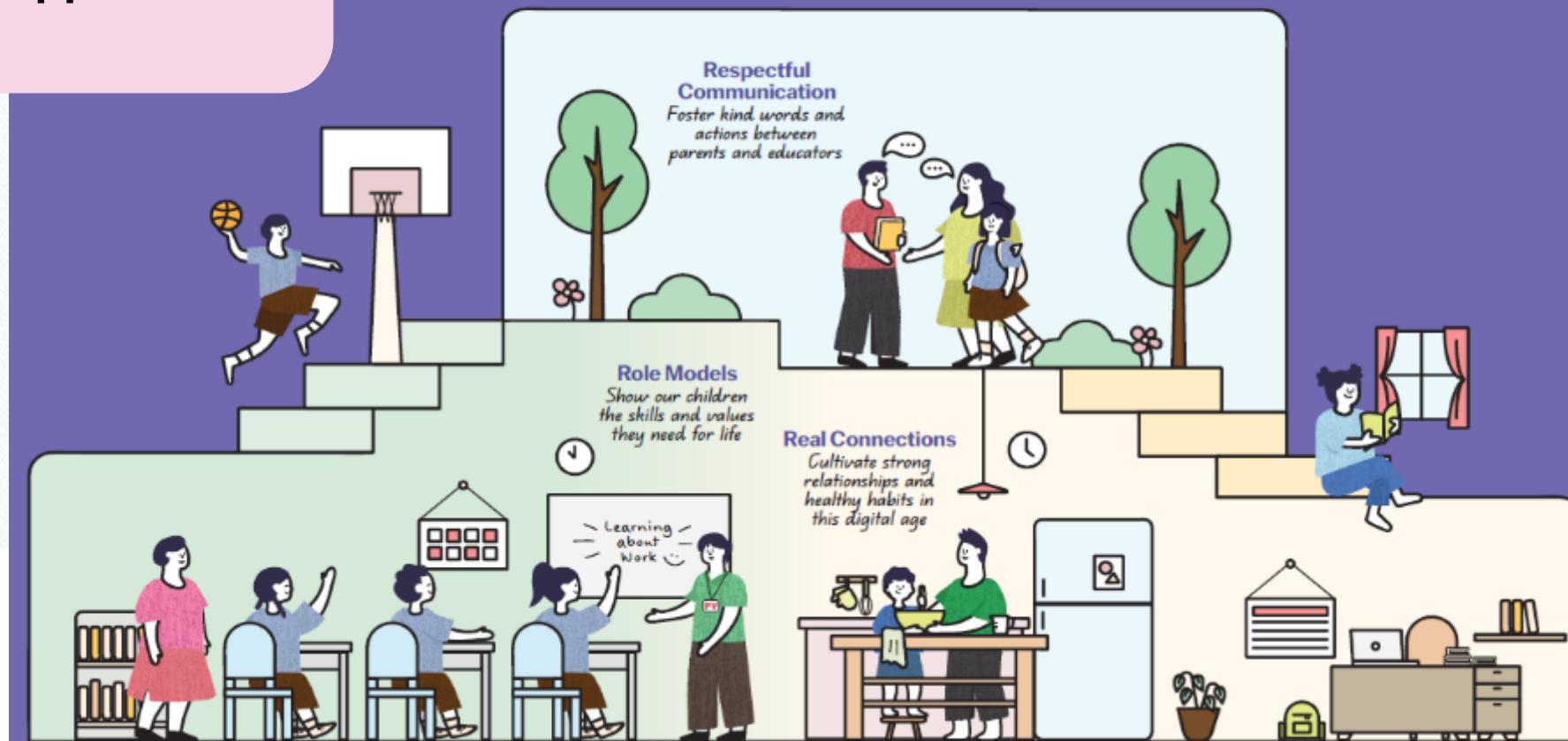
3. Keeping in
touch with the
school



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

Guidelines for School-Home Partnership

Raising a Happy, Confident, and Kind Generation Together



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

1 Respectful Communication

2 Role Models

3 Real Connections



Respectful Communication

Foster kind words and actions between schools and educators



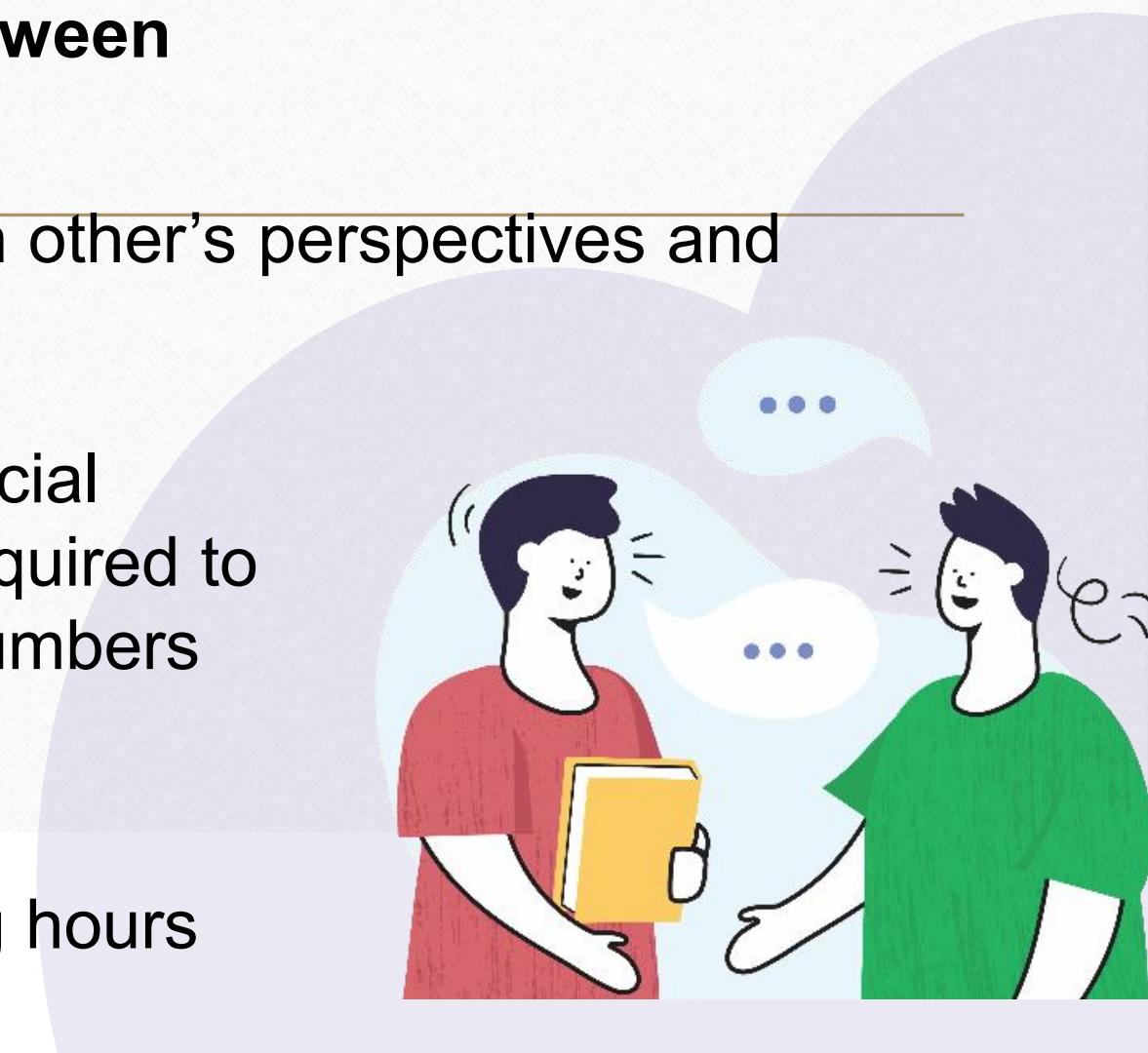
Listen to and understand each other's perspectives and concerns regarding each child



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



Respectful Communication – Response Time from Staff



For e-mail correspondence – 3-7-21 guideline applies

- **3 Days – Staff will reply within 3 days for straightforward matters**
- **7 Days – Staff will send a holding reply within 3 days for issues that require further investigation or consultation and respond within 7 to 21 days.**



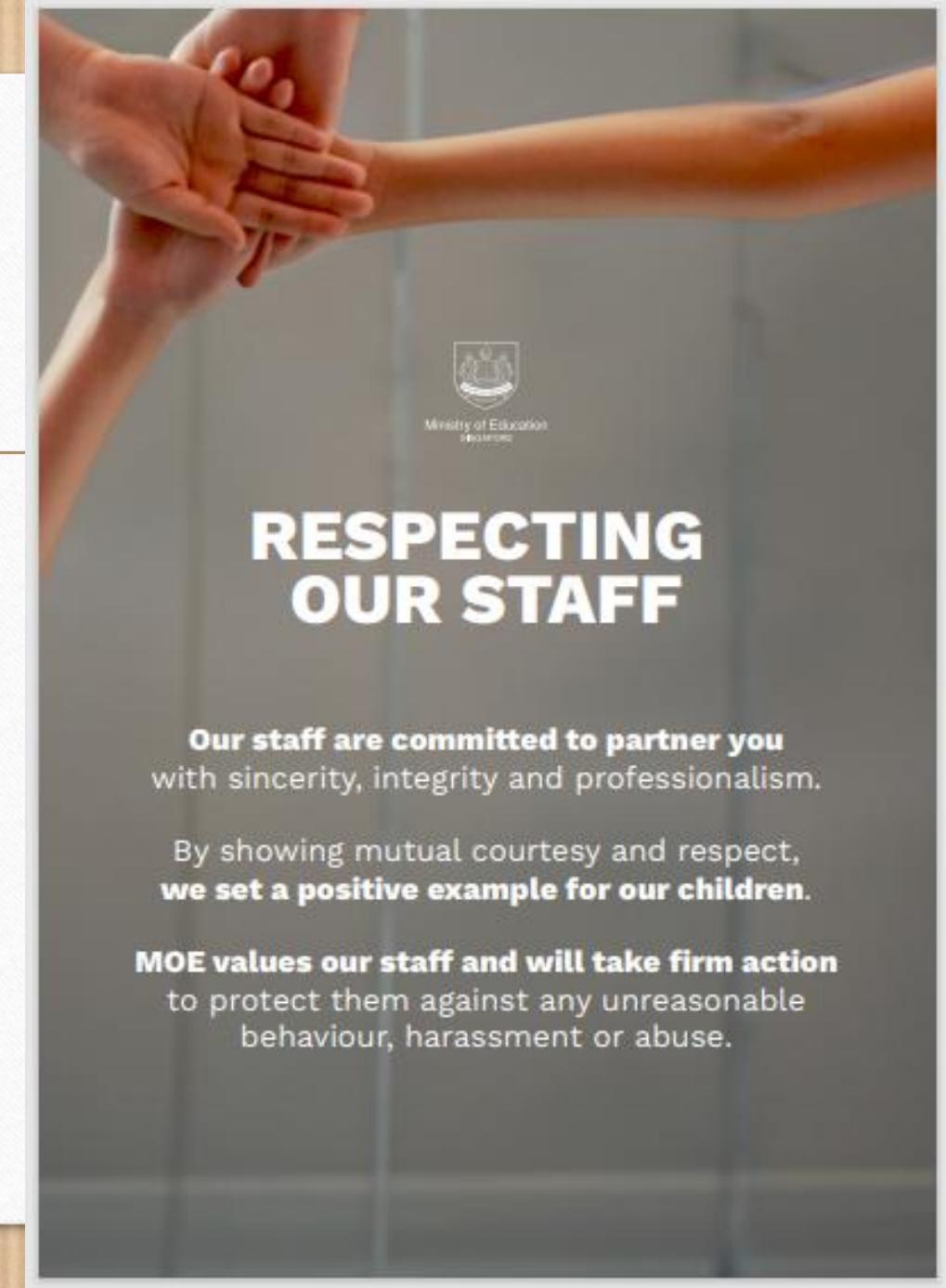
Respectful Communication – Staff Well-Being

-
- Protect teacher's personal time
 - Contact teachers during school hours only
 - Via email or school phone



Respectful Communication – Engagement Charter

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



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



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

Real Connections

Cultivate strong relationships and healthy habits in this digital age

Establish good habits for our children to stay confident and in control of their technology use



Provide a balanced mix of engaging online and offline activities, at school and at home

Build strong bonds through shared experiences and meaningful conversations

The image shows two pages from the Parenting for Wellness Toolbox. The left page, titled 'Building Relationships' (Page 20), discusses helping your child build healthy relationships, emphasizing the importance of healthy relationships for overall well-being. It includes sections on 'Things You Can Do' (e.g., expose your child to a range of people, encourage them to interact with other children) and 'Things You Can Say' (e.g., talk to your child about qualities of a good friend). The right page, titled 'Navigating the Digital Age' (Page 54), discusses helping your child thrive in the online space, focusing on navigating differing viewpoints online. It includes sections on 'Things You Can Do' (e.g., encourage your child to keep an open mind, listen to their problems) and 'Things You Can Say' (e.g., consider the issue from another perspective by practising T.H.I.M.K.). Both pages feature QR codes and small illustrations related to the topics.



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



Parent Support Group (PSG)



Join Us!

We have a team of dedicated parents supporting each other in nurturing their children. Network, share and learn with fellow parents by involving yourself in school programmes.



Scan to join us!





Student Well-being (Grow Well SG)

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.

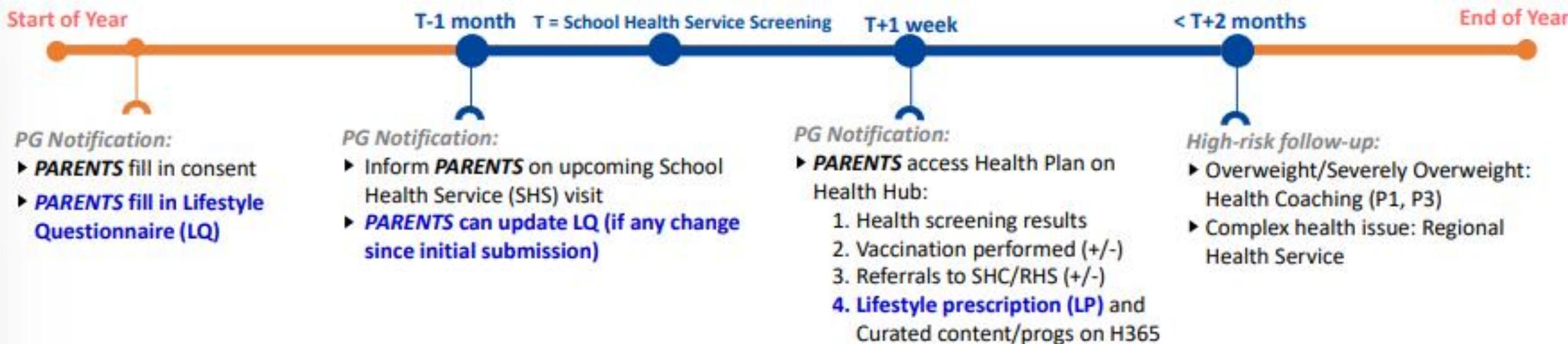
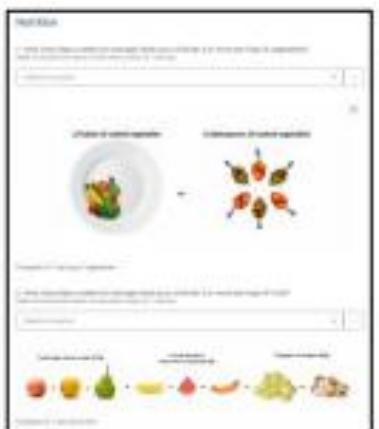


Bond Well

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

P1 - P6 Health Plan Journey (Parents' Perspective)

Leveraging existing touchpoints through the year to promote healthy habit formation



Note: Items bolded in blue are new.

Cyber Wellness

It's more than saying no to devices.

School:

Date:

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.

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.

Did you know?

Most social media platforms and popular games have App Store age-ratings:

- 12+ : WhatsApp, Instagram, Roblox
- 17+ : Telegram and Discord

But the majority of our children have access to social media before the recommended ages.

Research shows that screen use (smartphone and social media access) in young children is associated with - insufficient good quality sleep, sedentary behaviours, obesity, and mental health and well-being .

What does this mean?

We need to ensure our children's use of devices and platforms are age-appropriate and have open conversations with them about their digital habits.

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.

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

My Healthy Screen Time Pledge

I, _____ (my name), pledge to be responsible and practise self-control when it comes to using the computer or the mobile phone.

Tick (✓) 3 things you would like to start practising. I pledge to:

- set aside time to complete my homework, rest, exercise and spend time with my family.
- stop my screen time when having my meals and practise the 20-20-20 rule*
- put my devices away at least 60 minutes before bedtime.
- stop my screen time when I have reached the time limit my parents/guardians have set for me.
- set the alarm for 30 minutes and stop my screen time when it goes off.
- stop my screen time when I am feeling tired.
- seek help from my family when I need support/reminders to manage my screen time responsibly.
- Other(s): _____

REMINDER TO SELF!

Paste this pledge at a place where I can see it every day.

* 20-20-20 rule: Look at something 20 feet (approximately 6 metres) away for 20 seconds after 20 minutes of screen time.

27



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



Generative Artificial Intelligence

What is Generative Artificial Intelligence (GenAI)

**How can we tap its opportunities whilst
mitigating its risks?**

What is Generative AI (Gen AI)?

What opportunities does it present?

'Artificial intelligence (AI) is rapidly changing the way children and adolescents play, communicate, and learn. While it has potential to help solve complex problems, AI presents both significant opportunities and notable risks concerning child well-being' – ¹UNICEF (2023)

While AI is a type of technology that allows computers to perform tasks that usually require human thinking, Gen AI is a type of AI that is probabilistic and predicts the most likely answer.

GenAI presents opportunities for learning:

- Supports learning through personalised & instant feedback
- Assists with ideation
- Provides an avenue to improve digital literacy, critical thinking, and problem-solving skills

What are the limitations and potential risks of GenAI?

We recognise that GenAI might pose risks, especially when it is not used effectively:

- May give inaccurate or biased answers
- May create tendency for over-reliance when overused
- May pose risks if personal information is shared
- Probabilistic and predicts the most likely answer—it can sound confident even when it is wrong
- Responds like a person, but it does not truly understand or experience emotions.



About **1 in 2** teens would trust AI-generated news story to the same extent or more than one written by a human.²

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

²UNICEF, *The risky new world of tech's friendliest bots AI companions and children*, <https://www.unicef.org/innocenti/stories/risky-new-world-techs-friendliest-bots>

³Parents, More Kids Are Turning to AI Companions—And It's Raising Red Flags <https://www.parents.com/more-kids-are-turning-to-ai-companions-and-its-raising-red-flags-11790959#toc-how--why-kids-are-using-ai-companions-today>

How should children interact with GenAI?

Parents should discourage your children from relying on AI Companions for social-emotional support, as this may pose challenges for their development:

- Children can become attached to AI Companions (e.g. chatbots) as trusted friends however this interaction poses a number of concerns.
- It blurs the line between fantasy and reality and makes it harder to distinguish good advice from bad advice.
- Overuse of AI may limit opportunities for face-to-face communication, the development of one's empathy and emotional regulation.
- Over prolonged use, children may lack key socio-emotional competencies and struggle with real-world interactions³.



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

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

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How will your child use AI to learn in school?

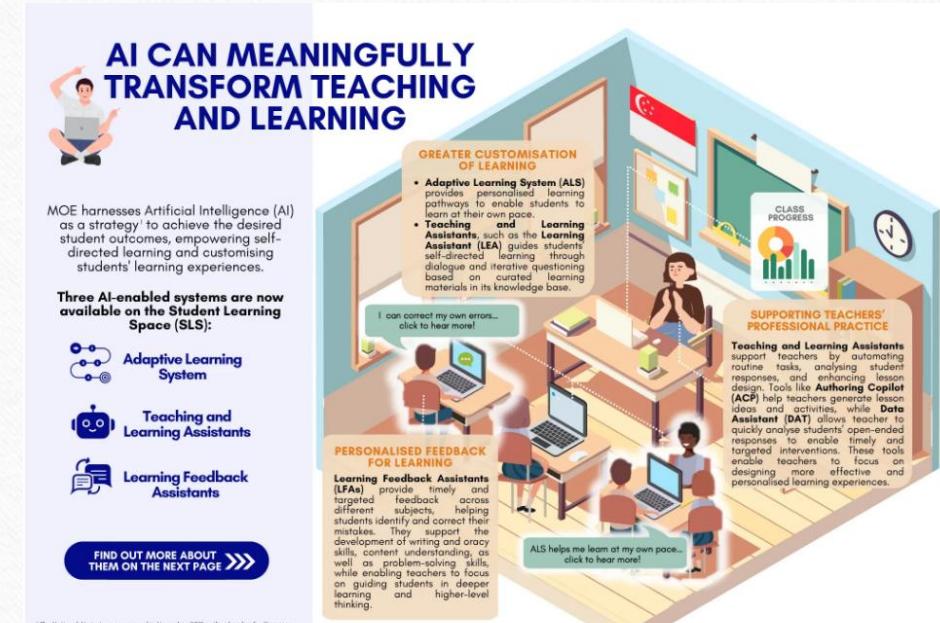
Find out how your child will use AI to learn and develop AI literacy through the school curriculum

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

1. AI use for teaching and learning must be age-and developmentally-appropriate.
 - Pri 1 to 3 students will mainly engage in hands-on experiences, with little or no direct use of AI tools.
2. There are safe and pedagogically sound AI tools available in the Singapore Student Learning Space (SLS). Students will use these tools when their teachers incorporate these tools within the assigned SLS modules.



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



The National AI strategy announced in November 2019 outlined a plan for Singapore to deepen our understanding and use of AI technologies to improve lives. MOE's EdTech Plan also guides the development of these AI systems for learning.

Three AI-enabled systems in the Singapore Student Learning Space (SLS)

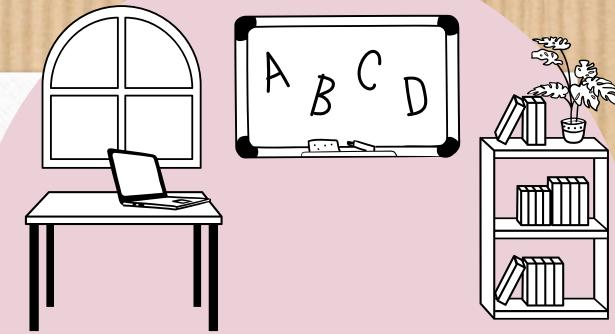
Students will develop AI literacy throughout primary school

- Under MOE's National Digital Literacy Programme (NDLP), students will develop 9 digital competencies under the Find, Think, Apply, Create (FTAC) Frame. (*Scan QR code on the right*)
- Students will develop AI literacy over their educational journey.

Lower primary students will learn to recognise that AI is present in our daily lives



Upper primary students will learn about the risk of misinformation from AI output, that AI output may contain false information, and how some AI features (e.g. those in SLS) can support learning in a safe digital environment



To access information on
MOE's NDLP



Primary 1 to 3

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

WHAT IS AGE-APPROPRIATE USE OF AI?

Schools are given guidance on the age-appropriate use of AI. These guidelines are informed by learning sciences.

P1 to P3

Concrete, hands-on learning experiences, and social interactions should be prioritised to allow students to build foundational knowledge, cognitive and social skills, and human relationships.

- Direct use of AI tools by students is not advisable as students may not be able to discern the output and may mistake AI as human

Sec

There should be a gradual release of responsibility to allow for independent use of AI, so that students learn to use AI to support learning while **not over-relying on it**.

- Students will be given opportunities to reflect on their use of AI so that they develop into confident and ethical AI users

P4 to P6

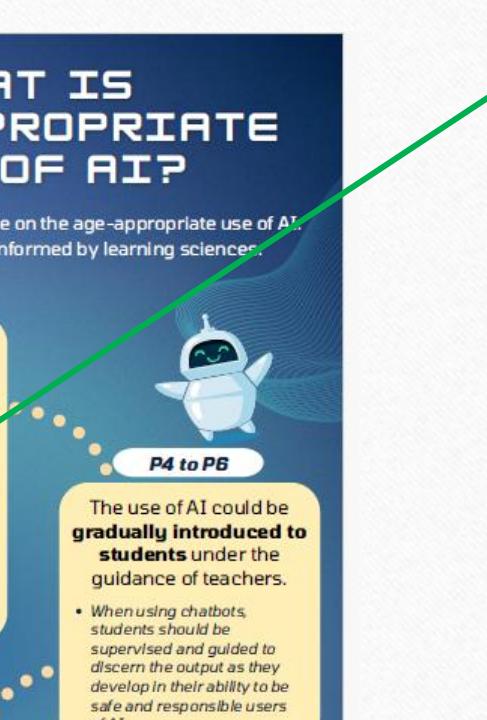
The use of AI could be **gradually introduced to students** under the guidance of teachers.

- When using chatbots, students should be supervised and guided to discern the output as they develop in their ability to be safe and responsible users of AI

Pre-U

As students become more empowered to use AI as a collaborator, emphasis on the use of AI in a **safe, responsible, and ethical manner** continues.

- Students will be given opportunities to innovate with AI and reflect on their use to guard against misuse of AI



P1 to P3

Concrete, hands-on learning experiences, and social interactions should be prioritised to allow students to build foundational knowledge, cognitive and social skills, and human relationships.

- Direct use of AI tools by students is not advisable as students may not be able to discern the output and may mistake AI as human

How Can Parents Partner Up with Schools on the use of AI & Edtech?

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

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

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

- to better understand what they do online,
- how to stay safe,
- how to use technology in a responsible manner.

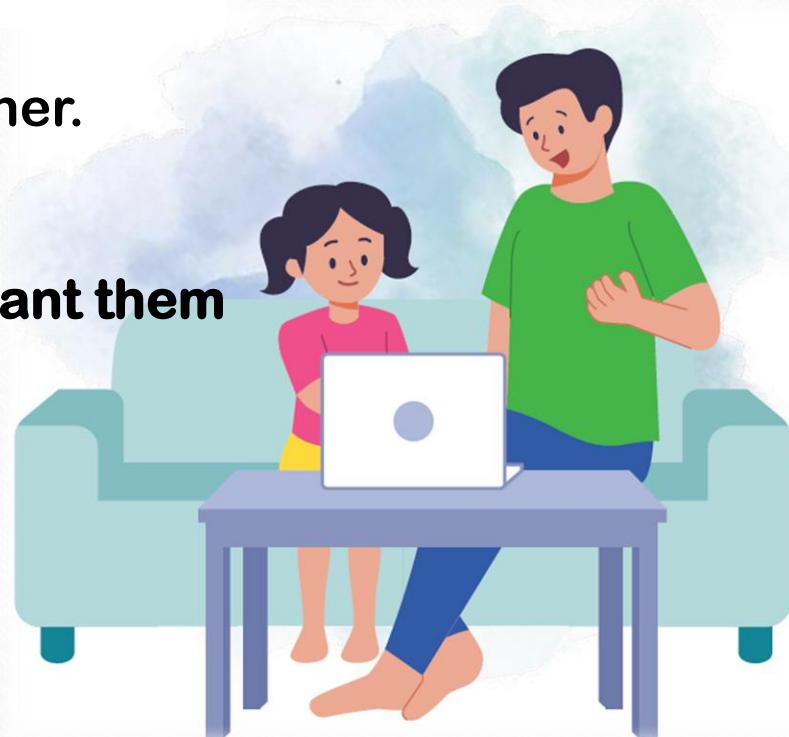


Communicate your actions and rationale.

- 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.



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.



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 schoolwork).**

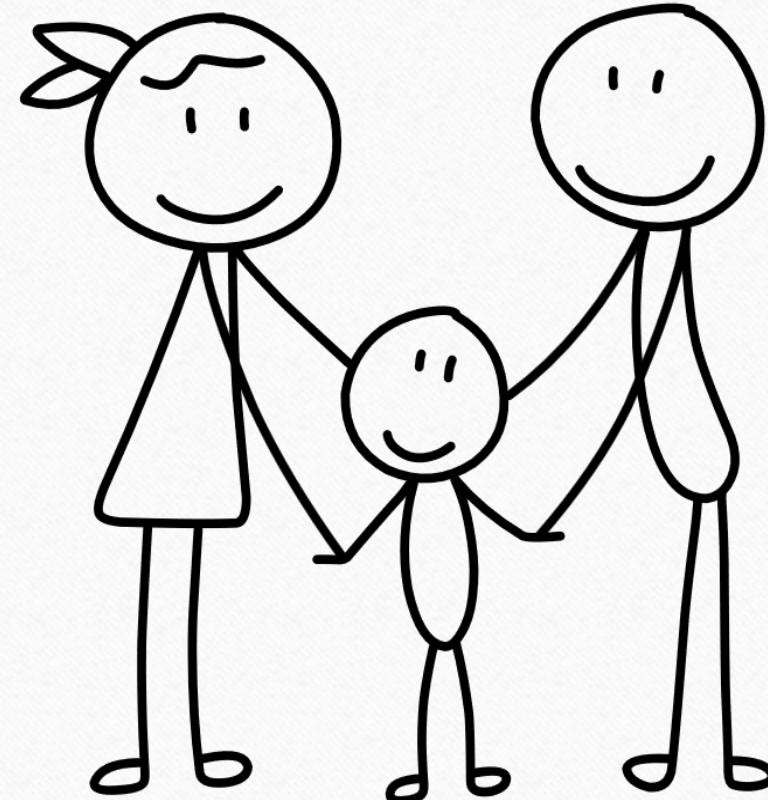


The Crucial Role of Parents

In our partnership with the school, supporting your child together.

Importance of Family Support

The Termly Check-In Surveys show that families are a predominant source of support when Primary School students are feeling stressed or anxious — demonstrating the vital role parents play in their children's mental well-being.



Parents are a predominant source of support for their child.

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

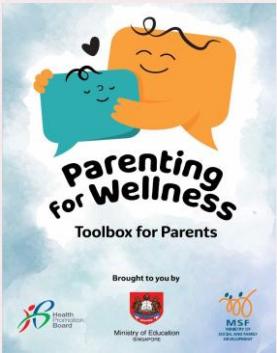
Teach children to recognise and communicate their emotions effectively

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



Providing a safe space for conversations

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



<https://go.gov.sg/pfwp11>

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?

Our Students' Well-being

In our partnership with the school: Supporting your child together

Caring & Enabling Environment

- The school is committed to providing a safe, caring and respectful learning environment where every student can learn without fear.

We have a zero-tolerance stance on bullying.

Repeatedly causing intentional harm to others

<u>Hurtful Behaviours</u>	<u>Bullying</u>
<ul style="list-style-type: none">• Include humiliating, distressing or insensitive behaviours• Range from insensitive words/actions to peer conflicts and bullying• Undermine psychological safety of victim	<ul style="list-style-type: none">• Involves repeated or persistent behaviours intended to cause hurt, distress or humiliation• Can be physical, verbal, social and/or cyber in nature. <p>Physical- persistent in hitting someone or damaging someone's else belongings.</p> <p>Verbal- repeated name-calling, spreading rumours or making threats</p> <p>Social- leaving someone out of a group or things on purpose</p> <p>Cyber- using online messages, images or videos to hurt someone.</p>

Caring & Enabling Environment

Reporting

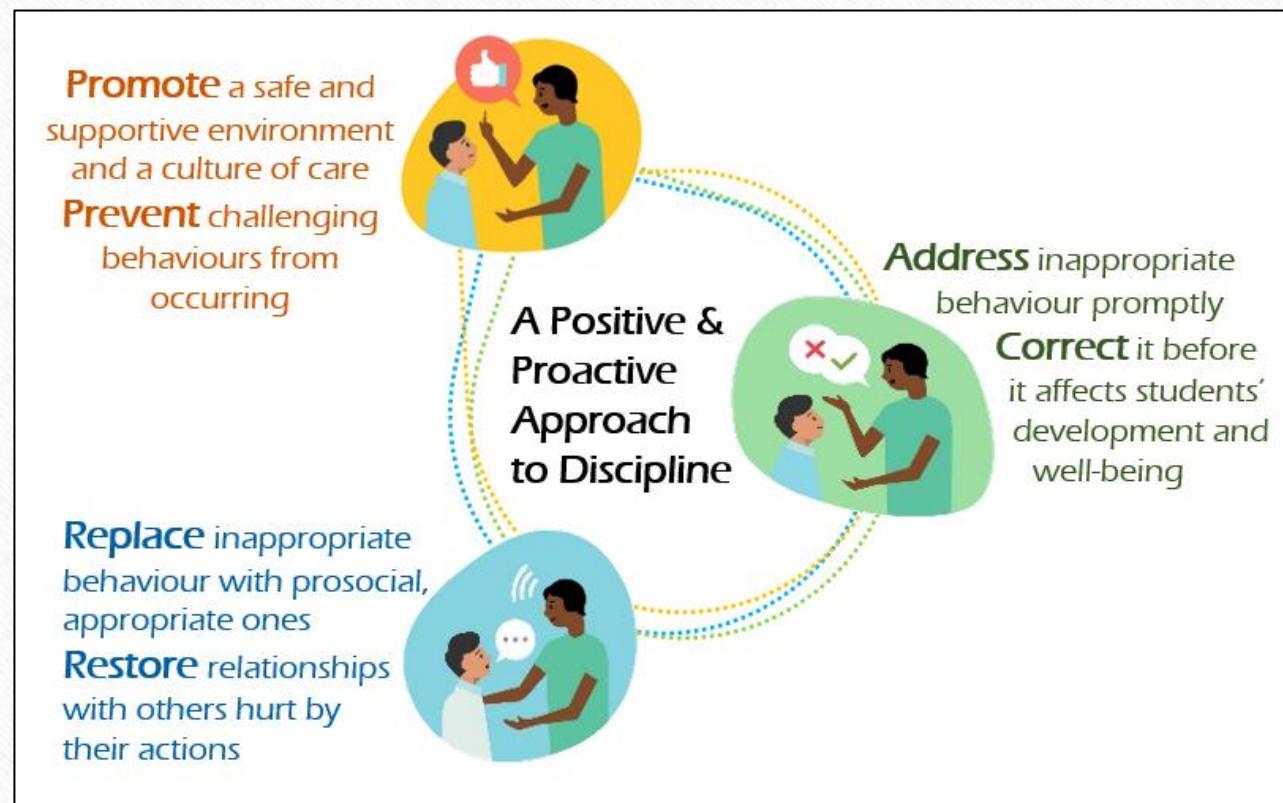
- Students may report incidents to any teachers or school staff. All reports will be taken seriously and treated confidentially.

Approach

- School takes a multi-pronged approach to address bullying, guided by MOE's proactive and positive approach to discipline.

Caring & Enabling Environment

Approach







- Students are expected to attend school regularly.
- Students will not be granted permission for vacation or overseas trip during school term.



- Attendance in school is compulsory. Absence from school must be covered by a medical certificate.
- A signed letter from the parent/guardian will be taken into consideration on a case-by-case basis.
- The number of signed letters from parent/guardian should not exceed 10 per year.



Parents Gateway (PG) – Absence Notification

- Parent will be notified of student's absence via PG.
- Parent can submit reasons and documents via PG.



Parents Gateway (PG) – Absence Notification

- It is important for your child to be in school by 7.30 am.
- You will receive a notification if your child is not present in school or has reported later after the first morning attendance has been taken.

Attire



- Students are to wear the prescribed school uniform and modification to the uniform is not allowed.
- Iron on nametag must be placed above the pocket of shirt/blouse and above the school badge on the PE attire.

Attire



- On days when there are PE lessons, PE attire (shorts and House T-shirt) is to be worn.

Attire



- Students are to wear white socks. Ankle socks are not allowed.
- Students are to wear white shoes with no high cut or other fanciful/colourful designs.
- Sweaters and wind-breakers should not be outlandish or have offensive messages.

Hair & Appearance

- Students should not wear jewellery.
- Girls are allowed to wear only one pair of small plain ear studs. No other jewellery or any item of personal adornment (e.g. bracelets, necklaces, wristbands) is to be worn.
- All male students must be clean-shaven at all times. Moustache and beards are not allowed.
- Fanciful hairstyles are not allowed.
- Hair bands/clips/ribbons must be black or navy blue.



Mobile Phones & Smart Watches

US Surgeon-General calls for mental health warning labels on social media platforms



The push for a warning label sets up a battle between the Biden administration and the tech industry. Photo: AP
Straits Times 18 June 2024

Singapore to put in place measures to deal with screen time and device use in coming months



Another yet-to-be-published study explores how a child's mental wellness is affected by the linkage between brain development and executive function. Photo: ST
Straits Times 24 July 2024

- Use of Mobile Phones and Smart Watches in School
 - Students are required to put the mobile phones/smart watches in their **classroom lockers** only. Students are expected to buy a lock to keep their locker secure.
 - After school ends, students can retrieve their mobile phones/smart watches from their lockers and are allowed to contact their parents/guardian at the waiting area Gate 3 just before they leave the school premise.

Mobile Phones & Smart Watches

Application form can be downloaded from the link/QR Code provided in the school 1st Keeping in Touch letter.

For smart watch:
<https://go.gov.sg/pypssm>



For mobile phone:
<https://go.gov.sg/pypshp>



POSB Smart Buddy Watch & Fitness Tracker

- Students are allowed to wear POSB Smart Buddy Watch and fitness trackers as long as their functions do not extend beyond time-telling, timekeeping and fitness-related tracking (e.g. step count).
- Such devices should not possess communicative features (e.g., messaging and calling apps/social media access) and photo/video capabilities, which distract students during lessons and do not comply with examination regulations.



Anti-Vaping

STRICTER ACTION IN SCHOOLS AGAINST VAPING

Vaping is a serious offence in schools. Students caught vaping are reported to HSA, and will face higher penalties from 1 Sep 2025. In addition, schools will implement the following stricter disciplinary measures* against vaping.

	Vaping	Vaping with Etomidate
First-time offenders	<ul style="list-style-type: none">• 1 to 3 days of detention and/or suspension; and/or• 1 stroke of the cane (for boys only*)• AND conduct grade adjustment	<ul style="list-style-type: none">• 3 to 5 days of detention and/or suspension; and/or• Up to 2 strokes of the cane (for 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 and/or suspension; and/or• Up to 2 strokes of the cane (for boys only)• AND conduct grade adjustment (no better than 'Fair')	<ul style="list-style-type: none">• 5 to 14 days of detention and/or suspension; and/or• Up to 3 strokes of the cane (for boys only)• AND conduct grade adjustment ('Poor')
Subsequent offenders	<ul style="list-style-type: none">• 5 to 14 days of detention and/or suspension; and/or• Up to 3 strokes of the cane (for boys only)• AND conduct grade adjustment ('Poor')	<ul style="list-style-type: none">• 5 to 14 days of detention and/or suspension; and/or• Up to 3 strokes of the cane (for boys only)• AND conduct grade adjustment ('Poor')

Visit www.gov.sg/stopvaping for resources to protect your child from vapes.

- * Schools have the autonomy to add other school-based consequences based on their assessment of the case. Students caught selling and trafficking of vapes may be considered for additional penalties, including expulsion (for secondary schools and JC#s/MI).
- * Schools will consider mitigating factors for caning, including age profile and maturity of student offender, and whether the student offender has special educational needs and/or mental well-being issues.

Resources



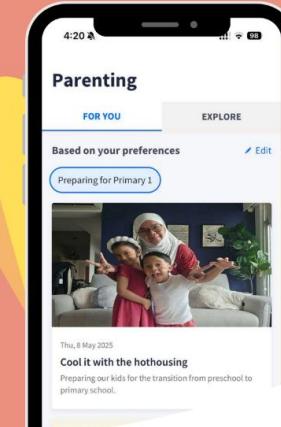
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