Queenstown Primary School

Primary 4

Briefing for Parents 2025

AGENDA

Principal's Sharing

Mrs Olivia Cheong

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

Respectful Communication
Foster kind words and actions between parents and educators

Role Models
Show our children the skills and values they need for life

Real Connections
Cultivate strong relationships and healthy habits in this digital age

Learning about Work

A joint effort in 2024 by the Ministry of Education and COMPASS

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.

Ministry of Education

RESPECTING OUR STAFF

Our staff are committed to partner you with sincerity, integrity and professionalism.

By showing mutual courtesy and respect, **we set a positive example for our children.**

MOE values our staff and will take firm action to protect them against any unreasonable behaviour, harassment or abuse.
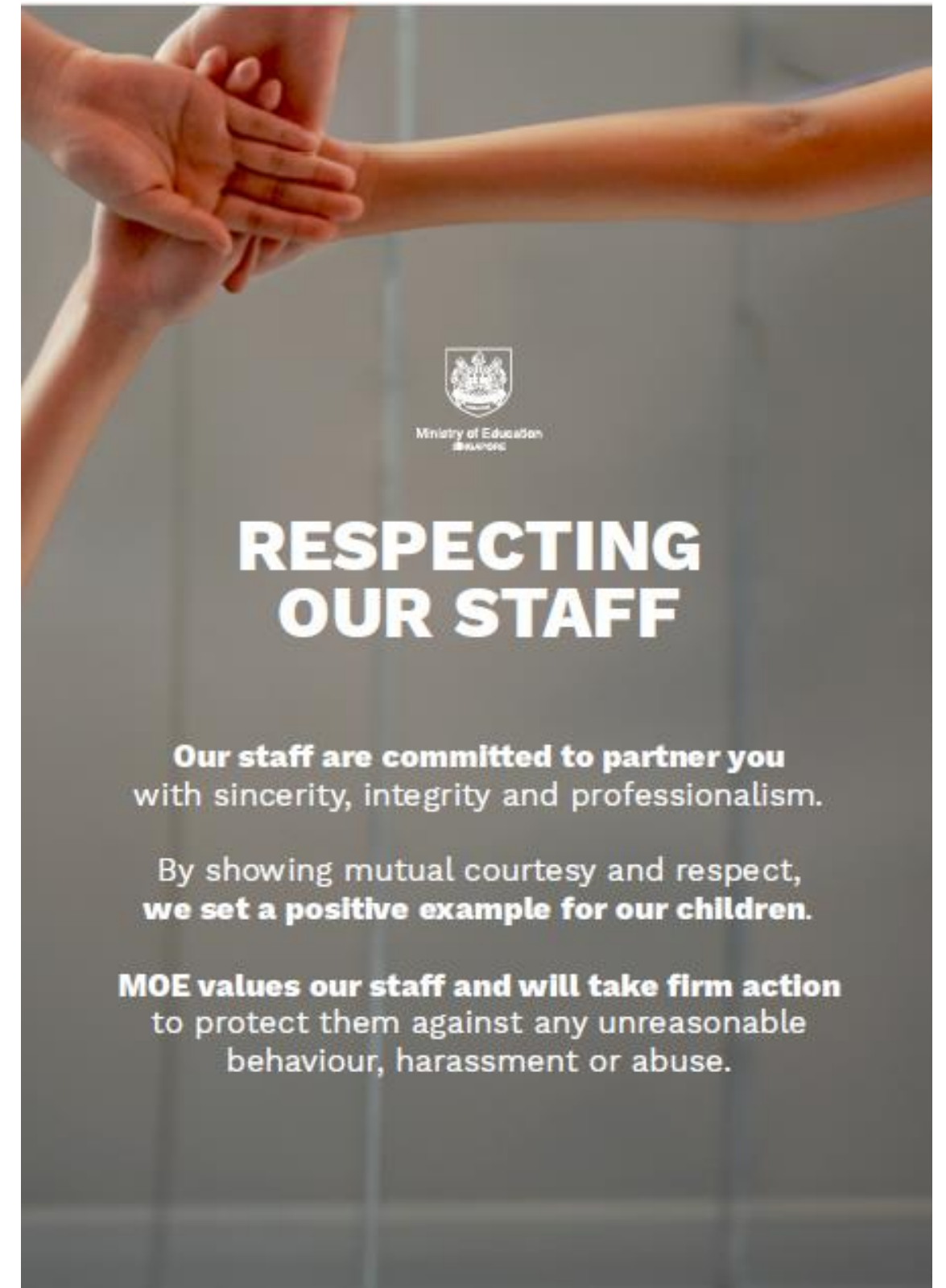
3 areas we can work together on to foster School-Home Partnership

2 **Role Models**

1 **Respectful Communication**

3 **Real Connections**

Respectful Communication

**Foster kind words and actions
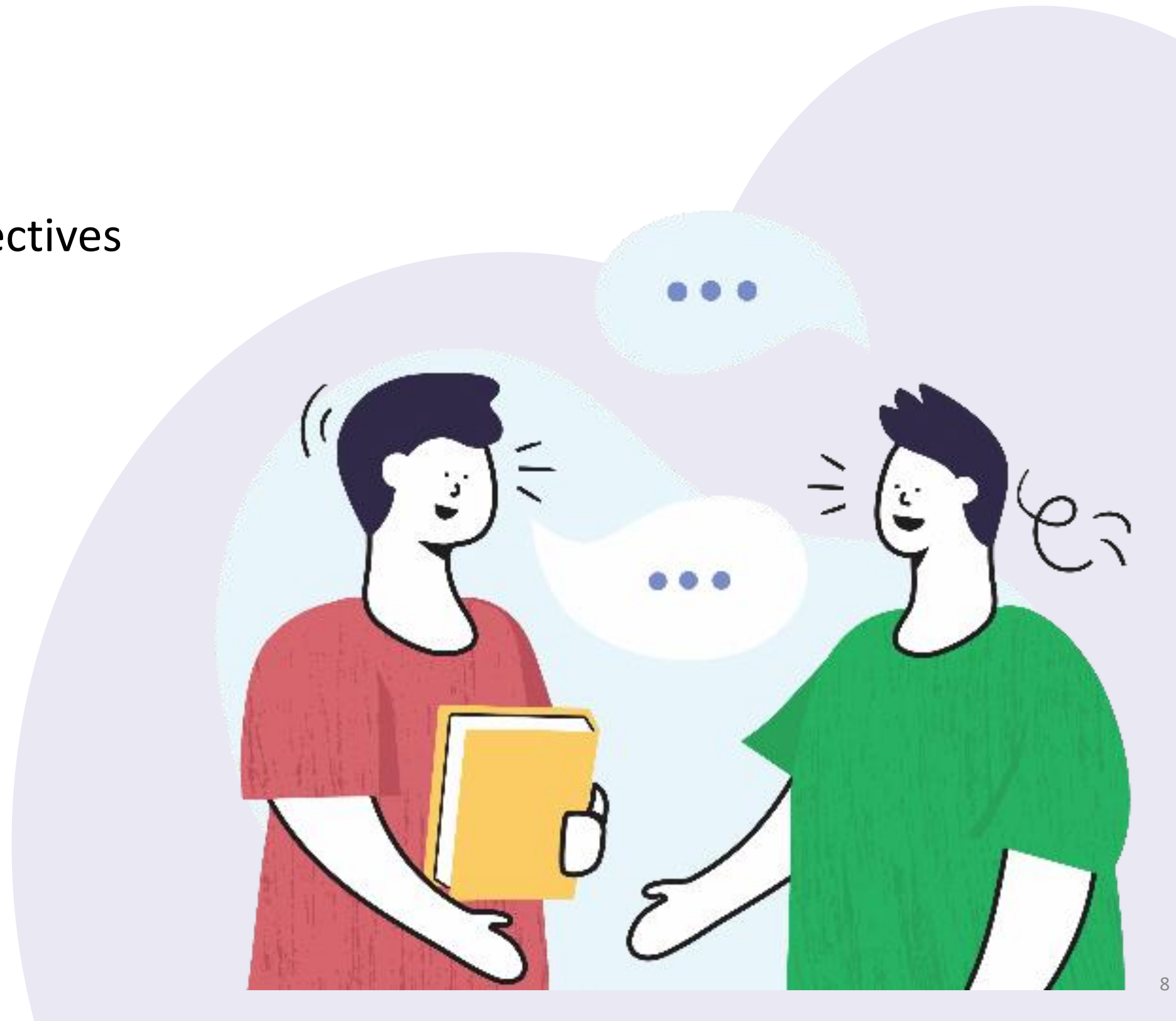between schools and educators**

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
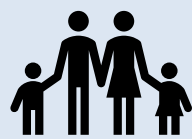communicating during working hours

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

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

Citizenship & Character Education (CCE)

Cyber Wellness

Mr Jevon See [Subject Head / Student Well-Being]

WHAT IS CYBERWELLNESS?

Source: Ministry of Education (MOE)

https://www.moe.gov.sg/education-in-sg/our-programmes/cyber-wellness

– Cyber Wellness in Character and Citizenship Education (CCE) focuses on **nurturing responsible digital learners** and ensuring **students' well-being** as they navigate cyberspace.

– Equip students with the knowledge and skills to harness the **power of ICT** for **positive purposes**, maintain a **positive presence** in cyberspace and be **safe and responsible users** of ICT.
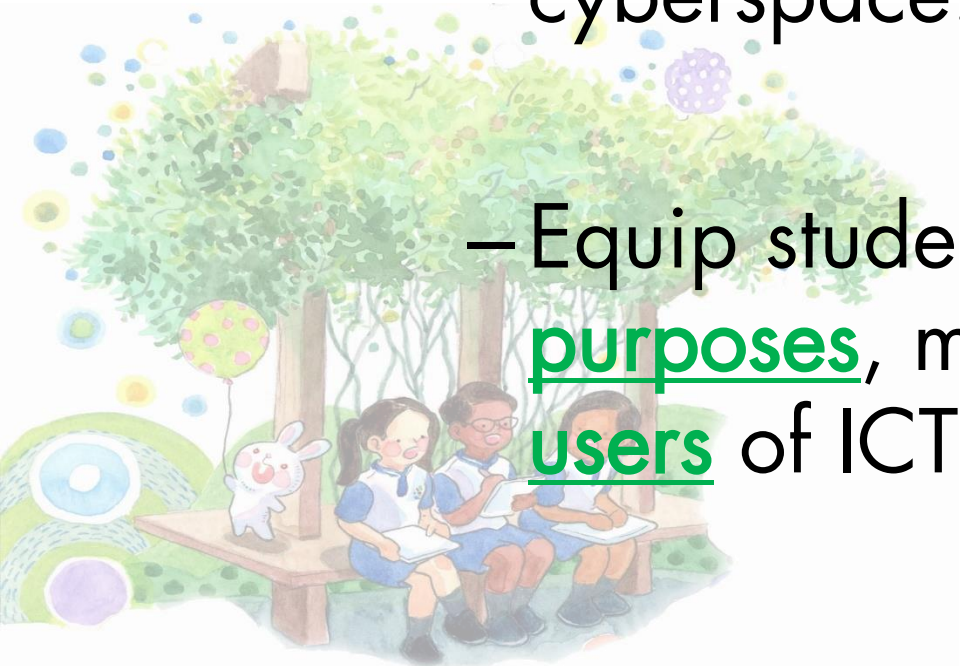
What will <u>Pri 4</u> students learn about Cyber Wellness during CCE (FTGP) lessons?

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

- **Stand up against cyber bullying**
  - What is 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

- **Respecting copyright**
  - Take steps to credit the works by others and avoid plagiarism

*Character and Citizenship Education(Form Teacher Guidance Period)

13

Assembly Sharing and Recess Activities

In-house Cyber Wellness Curriculum

P4

- Exploring the Internet
- Research and Discerning information
- Stranger Danger
- Internet Addiction

What are the school rules on digital device use?

- **Students who need to bring a mobile phone for the purpose of <u>keeping in touch with family members</u> can only use the mobile phone <u>after school hours and only at the school foyer</u>.**

- **No usage of mobile phones or smart devices (other than the POSB Smart Buddy Watch) during school hours (including recess, CCA and after-school programmes).**

- **Placed in their school bags before the start of the school day.**

*Students are highly encouraged not to bring such devices to school.

Engaging parents for a home-school collaboration

Family Activities!
Let's Challenge!
'One Week Unplug and Unwind'

As a family, spend 1 hour every other day doing an activity together that does not involve screen time.
Suggested activities:
• Going out for an evening stroll
• Playing board games
• Reading a story book together

We did it together!

Parent's / Guardian's signature

HOME   ME   SCHOOL

Parents Gateway Announcement
Termly Chat with your Child after our in-house curriculum lessons

Chat with your P5 child:
Cyber Wellness In-house Lesson - Term 2 Session 3

25 MAY 2022, 6:05PM • SEE CHONG YUAN JEVON

Our Hopes

Grow Well SG

Parents Gateway
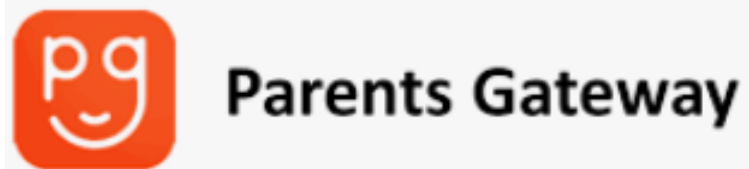
MINISTRY OF EDUCATION
Posted on: 22 Jan 2025

SJ

New Parenting Resources: Updated Guidance for Screen Use in Children(0-12yrs) and Parenting for W..

Delete

Unsave

Grow Well SG

An updated Guidance on Screen Use in Children aged 0-12 years old

A new website, hosting the whole suite of Parenting for Wellness (PfW) resources has been launched.

Scan QR code to download the Ministry of Health's Guidance on Screen Use in Children for more information.

Please scan the QR code to access the **Parenting for Wellness** Toolbox for Parents.

Guidance on Screen Use - MOH

7 to 12 years old:
- ✓ Less than 2 hours of screen use a day, unless related to schoolwork.
    - ✓ Agree on a screen use plan or timetable.
    - ! Do not use screens during meals and one hour before bedtime.

- ✓ When using screens:
    - ✓ Use parental control settings and check content ratings to ensure content is age appropriate.
    - ✓ Talk to your child often on what they are viewing online. Offer advice regularly.
    - ! You should not give your child access to social media services.
    - ! Do not give your child mobile devices with unrestricted access to internet and applications.

- ✓ If you have concerns that your child has problems with screen use
    - ✓ Speak to your child, develop and agree on a realistic screen use timetable to balance their screen use with other activities.
    - ✓ Seek help from the school, community partners or professionals, if the problem persists.

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    ✓ Agree on a screen use plan or timetable.

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Youtube Shorts, Tik Tok, Facebook/Instagram Reels

Source: Times of India
https://timesofindia.indiatimes.com/city/vadodara/gen-z-watches-450-reels-in-three-hrs-daily/articleshow/100459311.cms?from=mdr

REEL DANGERS

Representative pic

- On average, students watch around 360-480 reels in 1.5-2 hours daily
- Short videos consume 40-60% of students' daily screen time
- 65% of students suffer from guilt, sadness
- Majority cannot recall what they saw last
- 75% of students spend less time with friends, family
- 65% have given up physical activity
- Lack of concentration, poor sleep & memory affecting academics

The study revealed this generation spends nearly three hours every day just watching short videos on social media platforms including free video-sharing apps.

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- ! Do not give your child mobile devices with unrestricted access to internet and applications.

Age Restriction

- Almost all social media apps -> at least 13 years old

- Including **Youtube** and **Whatsapp**

You must be at least 13 years old to use the Service; however, children of all ages may use the Service and YouTube Kids (where available) if enabled by a parent or legal guardian. If you are under 18, you represent that you have your parent or guardian's permission to use the Service.

YouTube
https://kids.youtube.com › terms

Terms of Service - YouTube

About minimum age to use WhatsApp

Copy link

If you live in a country in the European Economic Area (which includes the European Union), and any other included country or territory (collectively referred to as the European Region), you must be at least 16 years old (or such greater age required in your country) to register for and use WhatsApp.

If you live in any other country except those in the European Region, you must be at least 13 years old (or such greater age required in your country) to register for and use WhatsApp.

Please refer to our Terms of Service for more information.

Note:

- Creating an account with false information is a violation of our Terms.

- Registering an account on behalf of someone who is underage is also a violation of our Terms.

3. Students' Use of WhatsApp and Cyber Wellness

We are aware that some of our students with mobile phones are using WhatsApp and have formed or joined WhatsApp chat groups. There have been reports of students engaging in ungracious messaging behaviour, including the use of inappropriate language, and sharing of inappropriate images and stickers. If your child is part of any such chat groups, we strongly advise them to leave these groups promptly.

As shared during the Parents' Briefing in January, the minimum age for using WhatsApp regardless of parental permission, is 13 years old. The school strongly encourages strict adherence to the age restriction. You may refer to this link for more information: https://faq.whatsapp.com/695318248185629/?helpref=uf_share
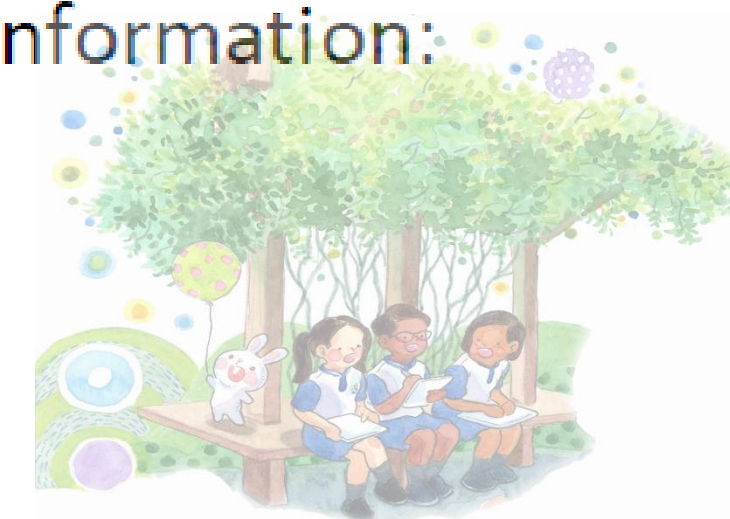
WHAT EVIDENCE SAYS ABOUT RISKS OF SOCIAL MEDIA

Social media platforms do present some risks for young people. These include online bullying and harassment, exposure to misinformation and inappropriate content, grooming, privacy breaches and excessive use.

Stories documenting the potentially harmful effects of social media are rarely out of the news. Studies claim links between social media and poor mental health and low self-esteem.

These findings are concerning, and there is no doubt social media may negatively affect some young people's wellbeing. However, it is not a straightforward question.

While these studies might find a correlation or link between excessive social media use and poor self-esteem, for example, they rarely point to direct causation. Young people already experiencing low self-esteem and depression may use social media significantly more than others.

Australia passes social media ban for children under 16

The law is expected to take effect in November 2025. PHOTO: AFP

UPDATED JAN 10, 2025, 08:09 PM

SINGAPORE - Singapore shares the same objectives as Australia in legislating age limits for social media access to protect young users and is engaging its Australian counterparts and social media platforms to understand their views, said Minister of State for Digital Development and Information Rahayu Mahzam in Parliament on Jan 7.

Singapore in talks with Australia over social media ban for young users

Social Media:
Is Your Child Ready for It?

While social media platforms allow people to connect with others, constant exposure to social media content can make us feel anxious or overwhelmed. It is important for social media users to be mature enough to navigate such feelings when using these platforms. Most social media platforms require users to be aged 13 years and above. **However, is age the only consideration in determining if your child is ready?**

ALLOWED ACCESS:

The *maturity* of your child is also an important consideration to determine their readiness for social media.

Maturity can be assessed by observing the following:

- Their ability to make responsible decisions to keep themselves safe online.
- Their ability to manage the pressures and feelings that come with social media use.
- Their ability to control impulses.

Although your child may pick up skills to use social media quickly, they may not fully understand how to use complicated online safety tools and settings. They may also not understand how the platforms' safety features work.

❤ 851

✔ Things You Can Do

Before allowing your child access to social media, have open conversations with them on the risks of social media and establish clear ground rules on how to keep themselves safe when using it. Here are some suggested topics:

> What are some potential dangers of oversharing personal information?

> What does healthy social media use look like?

> How do we keep ourselves safe on social media?

> What are some ground rules we can establish as a family?

you've g🧡t this!

Queenstown Primary School
Flourishing Individuals, Future-Ready Citizens

- For more content to support your parenting in the digital age and more, please scan the QR code at the top right-hand corner to access the **Parenting for Wellness** Toolbox for Parents.

- https://parentingforwellness.hpb.gov.sg/Resources

What do I need to know about online games?

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

- While gaming is fun and can bring about positive impact on children, it can create some negative impacts as well.

For more content to support your parenting in the digital age and more, please scan the QR code at the top right-hand corner to access the Parenting for Wellness Toolbox for Parents.

Navigating the Digital Age

Entering Your Child's Gaming World

Online games, when played appropriately, can be opportunities for your child to practise and develop skills such as teamwork, concentration, communication and problem-solving skills.

Playing games also allows your child to receive a mix of intrinsic rewards (e.g. feeling good about their abilities and effort) and extrinsic rewards (e.g. receiving game currency or points) when they succeed. However, excessive online gaming has pitfalls that you should be aware of.

If you're worried about how much time your child spends gaming, talk to them about it. Work together to develop a plan to balance gaming with other screen-free activities. Check in regularly with your child to review the plan.

⚠ Excessive online gaming may increase the risk of:

1. Cyberbullying
2. Attracting unwanted attention online
3. Excessive in-app purchases
4. Increased levels of anxiety due to the competitive nature of the game

○ Things You Can Say

Use these conversation starters to find out more about the games that your child plays, as well as to ask them to reflect on their gaming habits.

1. Ask about a game that your child seems to be playing frequently.

   What's this game about?

2. Involve your child in setting rules and expectations for when they can play games, for how long, and the consequence of not following the agreed-upon rules.

   Let's discuss what would happen if anyone breaks the rules.

3. Prompt your child to think about the benefits and risks of gaming.

   Do you chat with strangers you've just met while playing online games?

By understanding how games are designed to encourage your child to keep playing, and the potential pitfalls, you can approach conversations about games more empathetically. This will help you build a positive and healthy relationship with your child.

If their gaming habits continue to be a cause for concern, you may wish to seek help from their school or from community partners such as **Help123 by TOUCH Community Services**, Singapore's One-Stop Cyber Wellness Hotline at **1800 6123 123**.

you've got this!

Other Suggestions

- **Role-model** positive behaviour and habits

- Engage your children (**spend quality time**) and **cultivate** other hobbies such as reading, hands-on activities e.g. PE (exercising), Art, Music

Children are more likely to succeed if they live in this type of environment

By Megan Marples, CNN
4 minute read · Published 7:50 AM EDT, Fri May 20, 2022

Kids flourish when they have strong family connections, which can be strengthened around the dinner table. The Good Brigade/Digital Vision/Getty Images

(CNN) — Children with strong family connections are associated with a high likelihood of flourishing in life, a new study found.

CNN
— Children with strong family connections are associated with a high likelihood of flourishing in life, a new study found.

Source: CNN https://edition.cnn.com/2022/05/20/health/family-connections-flourish-parenting-study-wellness/index.html

Studies in Singapore have shown that excessive screen time is linked to

reduced attention span
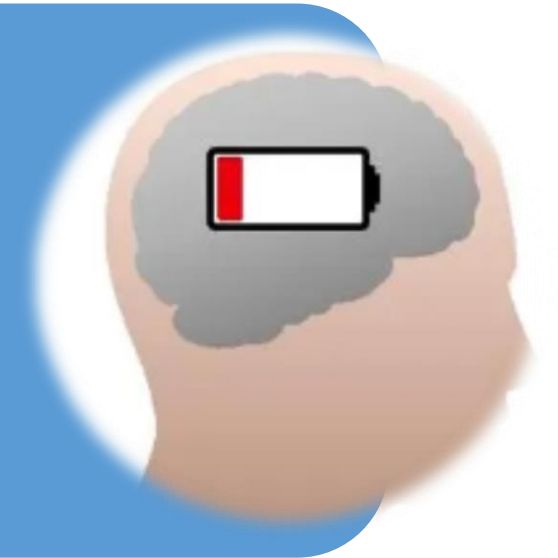
cognitive delays

health issues like obesity and myopia.

Improved cognitive performance and more
after a 10-day smartphone detox

Hooked On Screens: Can Five Teens Survive 10 Days Without Smartphones? | No Screen, No Life - Part 1:
https://www.youtube.com/watch?v=pE8rQ5-2LEw

Testing Five Teens After 10-Day Digital Detox: How Will They Perform? | No Screen, No Life - Part 2
https://www.youtube.com/watch?v=y4AvIAUYWEM

Let us work together to inculcate good Cyber Wellness habits in our students!

If you have any suggestions or feedback, please let us know☺

Subject-based Banding (SBB) Briefing

Mrs Nur Syakilla Bates [Year Head]

GUIDING PHILOSOPHY

- Premised on ability-driven education
- Provides students with strong foundation in literacy and numeracy
- Balance of aptitude, ability and motivation

INTENT OF SBB

- Cater to different strengths and levels of readiness in different subjects
- Help enable students to study their strong subjects to the highest level possible

WHAT IT MEANS FOR STUDENTS

• Every child will be encouraged to do the subjects at the level that best meets his/ her ability

• Subjects will be offered at Standard Level OR at Foundation Level

• Foundation subjects are pitched at a lower level than Standard subjects

SUBJECTS AT P5

Subjects at P5	
English	**Offered at Standard or Foundation levels**
Mathematics	
Science	
*Mother Tongue	**Offered at Higher, Standard or Foundation levels**

SUBJECT COMBINATIONS EXAMPLES

Subject Combinations - Exercising Options	
Examples of Options	**Combination**
1	**4S1H**: 4 Standard + 1 Higher MT
2	**4S**: 4 Standard
3	**3S1F**: 3 Standard + 1 Foundation (MT)
4	**4F**: 4 Foundation

FOUNDATION LEVEL SUBJECTS

- Builds fundamentals in conceptual understanding for the subjects to better prepare students for Secondary education
- In the interest of well-being of our students
- Gives them time to work on other subjects they are stronger in

STANDARD AND FOUNDATION ENGLISH LANGUAGE

STANDARD ENGLISH LANGUAGE

The key learning goal of the EL Syllabus 2020 at the primary level is for students to **build a strong foundation in English** and apply their knowledge, skills and strategies in order to use the language to good effect and to demonstrate learning and mastery.

EL Syllabus 2020 for EL (Pri),p.13

FOUNDATION ENGLISH LANGUAGE

The key learning goal for students offering FEL or N(T) EL is to **strengthen their foundation in English at the upper primary** and lower secondary levels and use the language at an increasingly sophisticated level at the upper secondary levels.

EL Syllabus 2020 for FEL (Pri) & NT (Sec),p.13

STANDARD AND FOUNDATION MATHEMATICS

STANDARD MATHEMATICS

❑ Continues from P4 syllabus

FOUNDATION MATHEMATICS

❑ P5 Fdn revisits P3 & P4 topics to bridge students' learning gap

❑ P6 Fdn covers <mark>selected</mark> P5 & P6 Std topics

STANDARD AND FOUNDATION SCIENCE

❑ Lowered difficulty

❑ Reduced syllabus

❑ Students can spend more time and resources into building a strong foundation to help prepare them learn Science at a higher level in future

Syllabus Requirement		
Themes	*** Lower Block (Primary 3 and 4)**	****Upper Block (Primary 5 and 6)**
Diversity	• Diversity of living and non-living things (General characteristics and classification) • Diversity of materials	
Cycles	• Cycles in plants and animals (Life cycles) • Cycles in matter and water (Matter)	• Cycles in plants and animals (Reproduction) • Cycles in matter and water (Water)
Systems	• Plant system (Plant parts and functions) • Human system (Digestive system)	• Plant system (Respiratory and circulatory systems) • Human system (Respiratory and circulatory systems) • Cell system • Electrical system
Interactions	• Interaction of forces (Magnets)	• Interaction of forces (Frictional force, gravitational force, force in springs) • Interaction within the environment
Energy	• Energy forms and uses (Light and heat)	• Energy forms and uses (Photosynthesis) • Energy conversion

Topics which are underlined are not required for students taking Foundation Science.

STANDARD AND FOUNDATION MOTHER TONGUE LANGUAGE

FOUNDATION MOTHER TONGUE LANGUAGE

❑ Focuses on listening and speaking whereas Standard MT focuses on reading and writing

❑ Largest score component for Fdn MT is Oral Conversation Skills

Higher Mother Tongue Language

Mr Yeo Chee Wee [HOD/ MTL]

Intent of HMTL:
Differentiated needs of learners

HIGHER MOTHER TONGUE

- Students who achieve a good pass for all subjects and at least 85 marks for MT at the end of P4 will be recommended to take HMT *(Student Handbook Pg19)*
- At the end of Primary 5, the school will decide if students should still be taking HMT **depending on their overall performance, and teachers' observation of student's learning.**

HIGHER MOTHER TONGUE

- 1 additional hour after school, every week

- Sit for both Standard and HMTL papers during End-Of-Year exams

Thank You