2026 Parents Briefing (Primary 3)

Welcome!

Agenda

1. Principal's Address

2. Level Programmes & Student Development Initiatives

3. Co-Curricular Activities (CCA)

4. Primary Science Curriculum

5. Grow Well SG – Children Well-Being

6. School-Home Partnership

7. Engagement with Form Teachers

Principal's Address

SBPS Heartbeat

MOE's Key Directions

Future of Learning

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

Strengthen 21CC

Reimagine learning spaces and partnerships to provide rich learning contexts

Educational Technology as capability multiplier

FUTURE-READY LEARNERS, ROOTED IN VALUES

Enhanced Framework for 21CC

Adaptive Thinking

- **Confident** in navigating situations without established answers
- **Resilient** in the face of failure
- **Nimble** in responding to changing contexts

Civic Literacy

- **Discerning** to critically assess online information and evaluate societal issues holistically
- **Willing to act** with shared commitment and ideals when engaging with social and global issues, while remaining rooted in the Singapore context
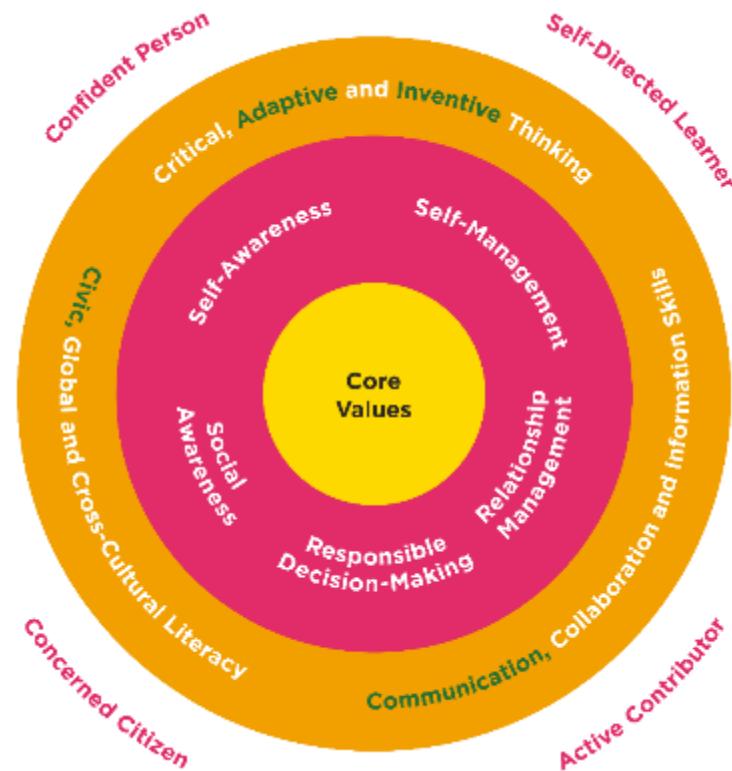
Inventive Thinking

- **Curious** and **reflective** about what they learn, while being driven by a sense of purpose
- **Cognitively flexible** in approaching problem-solving

Communication

- **Courageous** and **spontaneous** in communicating ideas to persuade others
- **Open-minded** and **empathetic** when collaborating across cultures

Confident Person · Self-Directed Learner · Critical, Adaptive and Inventive Thinking · Civic, Global and Cross-Cultural Literacy · Communication, Collaboration and Information Skills · Concerned Citizen · Active Contributor

Self-Awareness · Self-Management · Social Awareness · Relationship Management · Responsible Decision-Making · Core Values

Our SBPS Heartbeat

## *Future-Ready Learners, Rooted in Values*

At SBPS, we learn to:

- **grow** 🌱 ,

- **care** 💗 , and

- **make a difference** 🌍 .

Student Outcomes

A *Reflective Contributor* has a **Growth Mindset** towards learning and displays the values of **curiosity**, **excellence** and **resilience**.

A *Compassionate Leader* is able to **lead self and others** by contributing to the community and displaying the values of **care**, **gratitude** and **integrity**.

Excellence   Growth Mindset

Curiosity   Resilience

Lead Others   Care Gratitude   Integrity

Lead Self
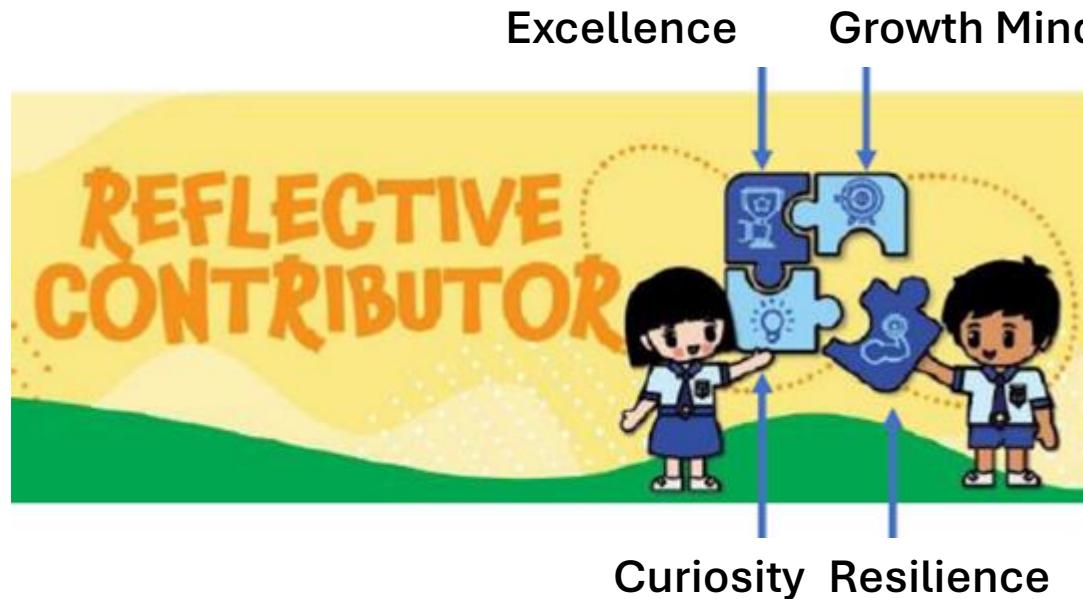
Our School Values

CURIOSITY
We are inquisitive and keen to learn.

RESILIENCE
We rise above challenges and learn from setbacks.

EXCELLENCE
WE DID IT!
We are the best that we can be.

CARE
We care for self, others and the community.

GRATITUDE
We are thankful and pay it forward. We show appreciation for self and others.
Thank You!

INTEGRITY
We do the right thing even when no one is watching. We have the courage to stand up for what is right.

Focus for 2026

I Know Myself, I Grow Myself

This year, I *learn how to know myself* and *grow as a learner.*

Student Development Experiences in Primary 3

Student Development Experiences in P3

- SwimSafer Programme

- Interdisciplinary Learning Journeys to Geylang Serai

- Experiential Learning Week

- National Education Programmes

How SBPS Support Every P3 Child:
Learning Support

In-Curriculum Support:

- Learning Support for Mathematics (LSM)

- Banded MTL classes

How SBPS Support Every P3 Child: Learning Support

After-school Support:

- Remedial lessons

- School-based Dyslexia Remediation (SDR)

- Reading Remediation Programme (RRP)

How SBPS Support Every P3 Child:
## Pastoral support and guidance structures

- Year Head's Time

- Form Teachers' Guidance Period (FTGP)

- Start-It-Right (setting expectations and forging bonds)

How SBPS Support Every P3 Child:
Pastoral support and guidance structures

- Termly Check-ins
- Lessons on Growth Mindset
- Target Setting
- 1-to-1 Interaction Time with Form Teachers
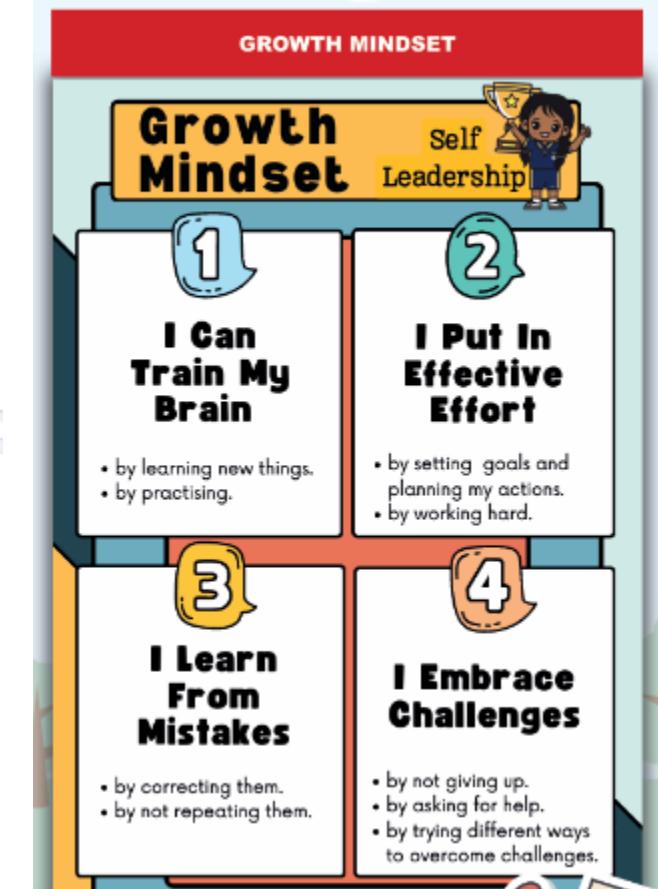
Social-Emotional Learning (SEL)

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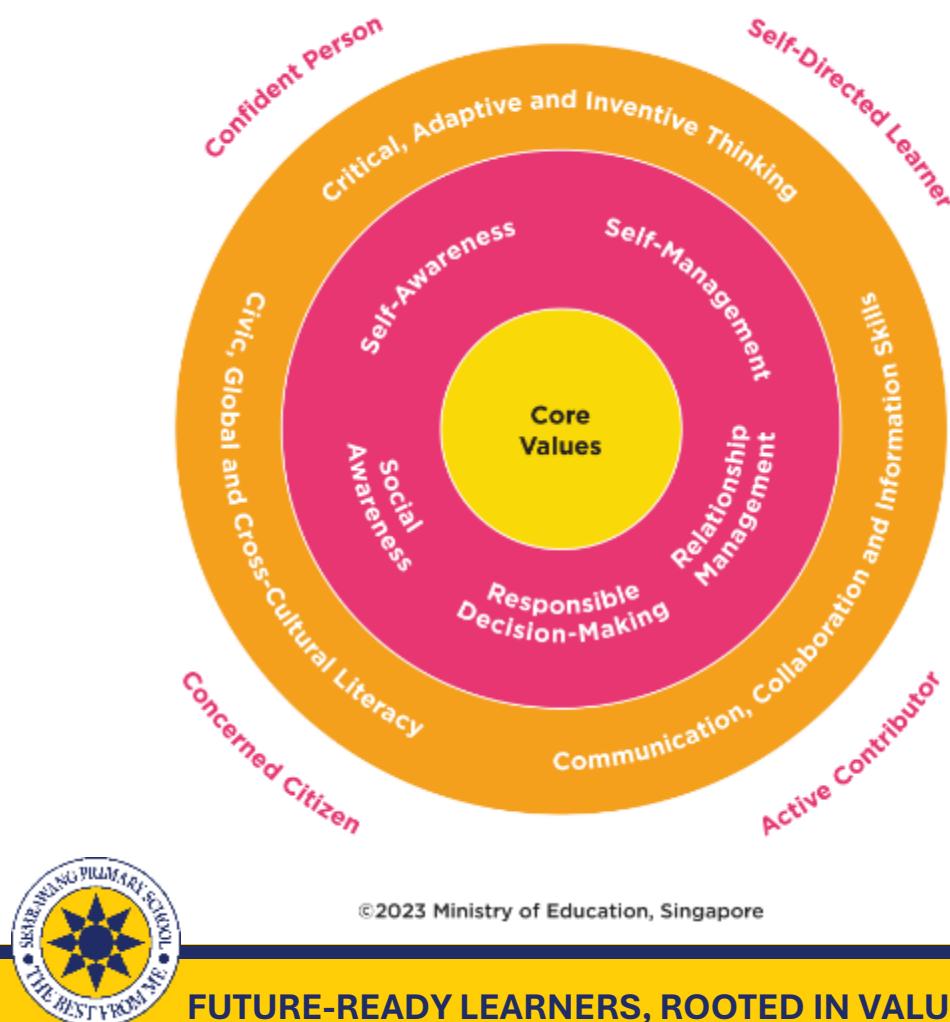
1. Self-Awareness

2. Self-Management

3. Social Awareness

4. Relationship Management

5. Responsible Decision-Making

SEL: Social Awareness & Relationship Management

PEER SUPPORT

How Can I Ask For Help?

Ask a trusted adult or friend for help.

Tell the trusted adult or friend how you feel and the problem.

Helpline - Tinkerfriend
- 1800 - 2744 - 788 (2.30pm to 5pm on weekdays)
- Tinklefriend.sg (online chat)
  (2.30pm to 7pm from Mon to Thu, 2.30pm to 5pm on Fri)

How Can I Resolve Conflicts?

Calm down by counting to ten.

State and understand the problem.

"I felt upset when you took my things without my permission."

Apologise and agree to find a solution.

Peer Leadership

With reference to PSR Resource Pack from 2019 Guidance Branch, Student Development Curriculum Division (SDCD), Ministry of Education,

PEER SUPPORT

How Can I Be An Upstander And Help Friends Who Are In Need?

Stop and observe if there are any hurtful behaviour.

Interrupt
- Say in a firm voice, "Stop it, leave him/her alone."
- Walk away with the person who is hurt and comfort him/her.

Tell the trusted adult about the problem.

How Can I Be An Upstander Online?

Speak up and ask the person who has posted hurtful content or comment to stop.

Save the evidence of the hurtful content/comment.

Tell a trusted adult about the incident immediately.

Reach out and provide support for friends who may have been hurt online.

Peer Leadership

With reference to PSR Resource Pack from 2019 Guidance Branch, Student

SEL: Self-Management

Punctuality

- Be seated in the MPH/ classrooms daily for flag raising by 0730h.

- Students not with the class will be marked as "Late".

- Besides attendance and conduct, punctuality is another factor that affects the overall conduct grade.

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.

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

A Positive & Proactive Approach to Discipline

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

- **Address** inappropriate behaviour promptly.
- **Correct** it before it affects students' development and well-being.

Our Approach to Discipline
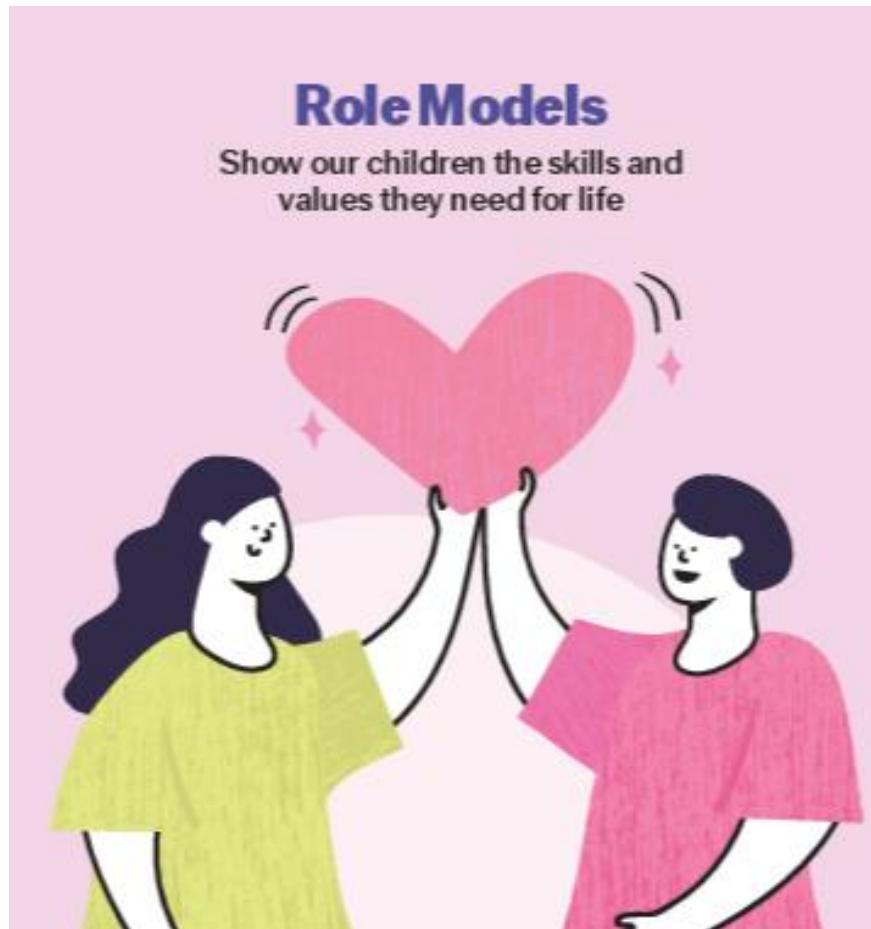
Role Models

Show our children the skills and values they need for life

The school recognises that students learn well when there is

Order & Discipline.

Partner and reach out to your child's Form Teachers if you have concerns or queries to raise.

Important Dates

Important Dates

School Year 2026

	Period
Term 1	Fri, 5 January – Fri, 13 March
Term 2	Mon, 23 March – Fri, 29 May
Term 3	Mon, 29 June – Fri, 4 September
Term 4	Mon, 14 September – Fri, 20 November

Note:
Dates of public holidays and school holidays are shown in the Student Handbook, page 36.

Important Dates

Major School Events
Non-school days

28 & 29 May (Thu & Fri)	e-Parent-Teacher Conference & HBL*
19 Nov (Thu)	Parent-Teacher Conference (For selected students only)
20 Nov (Fri)	Annual Prize-Giving Day

Important Dates

2026 PSLE Dates (Tentative)
*Non-school days for P1 – P5 students

*Oral Examination	Wed, 12 August & Thu, 13 August
*Listening Comprehension	Tue, 15 September
Written Examination	Thu, 24 September – Wed, 30 September
*PSLE Marking	Mon, 12 October – Wed, 14 October

Co-Curricular Activities (CCA)

Purpose of CCA

- Obtain **necessary skills and knowledge** related to his/her CCA

- Reinforce **positive values and character building**

- Develop **social and emotional competencies**

CCA in SBPS

Sports	Visual and Performing Arts	Clubs & Uniform Group*
Badminton	Art Club	International Chess Club
Rugby **(for Boys)**	Chinese Dance	Infocomm Technology Club
Softball **(for Girls)**	Chinese Orchestra	Science & Green Club
Table Tennis	Choir	Red Cross*
Track & Field	English Drama Club	
	International Dance	

CCA is Non-compulsory

- CCA Participation is **Non-compulsory**.

- Participation in a CCA is **strongly encouraged** at the primary level.

- Students **may pursue their interests** and **participate in external activities**, as a **Non-School-Based CCA**.

CCA Code-of-Conduct

A.B.S.

Attendance – Presence, Integrity, Punctuality

Behaviour – Discipline, Participation and Respect

Safety – Caring, Listening and Encouraging

P3 CCA Enrolment Considerations

- CCA allocation:
  - With reference to students' indicated choices
  - Subject to availability
  - Physical constraints e.g. Venue, Equipment, Logistics
  - CCA requirements e.g. Singapore Youth Festival (SYF), National School Games (NSG)

- P3 students **expected** to **continue** in the same CCA unless a CCA Change request is submitted.

Change Of CCA

- **Only <u>1</u> change is allowed from P3 to P5**

- CCA Change Window:
  - Mid-year* and End of year
  - T2W9* and T4W9

* Students involved in Competitions and SYF are highly discouraged from requesting CCA change in Mid-year

Primary Science Curriculum

# Science Curriculum Framework

Science for Life and Society

To enthuse and nurture all students to be **scientifically literate**

To provide **strong Science fundamentals** for students to innovate and pursue **STEM for future learning and work**
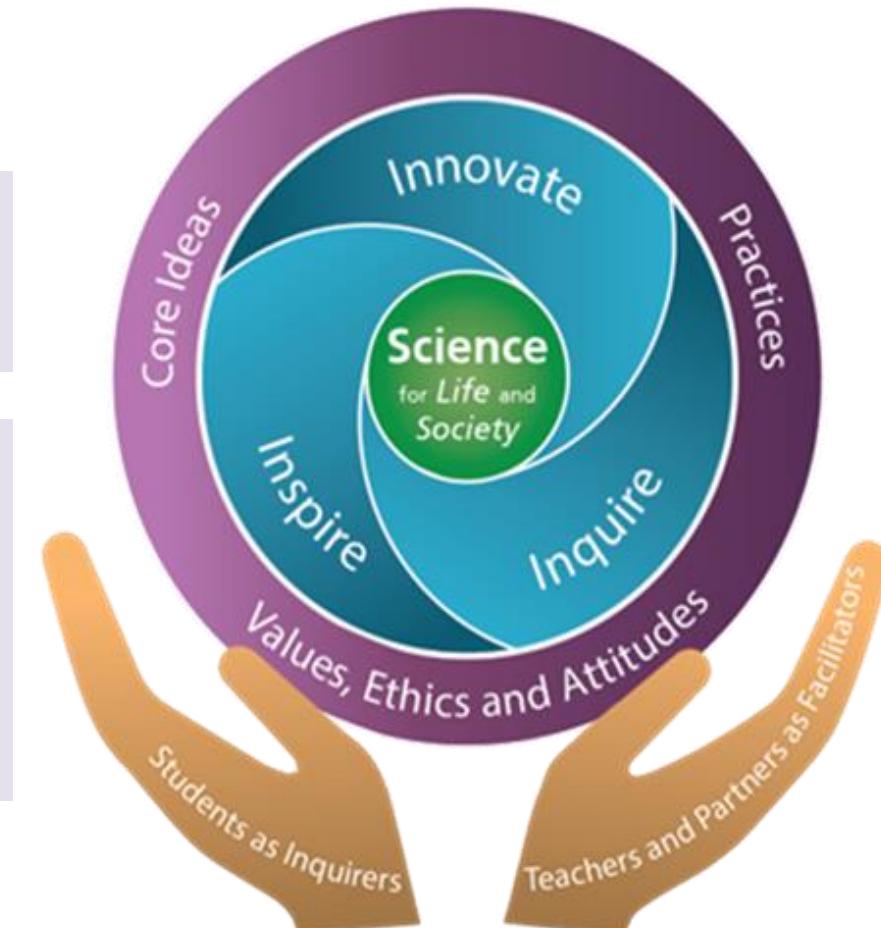
Aims of Learning Science

Build on students' **interest** and stimulate their **curiosity** about themselves and their environment

Acquire **basic scientific concepts** to help students understand themselves and the world around them

Develop **skills, dispositions**, and **attitudes** for scientific inquiry

Apply scientific concepts and skills in making responsible decisions

Appreciate how Science influences people and the environment

INQUIRE
LIKE SCIENTISTS
#BeCurious

INNOVATE
USING SCIENCE
#BeCreative

INSPIRED
BY SCIENCE
#BetheChange

Primary 3 Science Syllabus

Overview of P3 Science Syllabus

Theme	Topics	Ways of Thinking and Doing Science
Diversity	• Diversity of Living and Non-Living Things • Classification of Living Things • Diversity of Materials	• Posing questions and defining problems • Designing investigations • Conducting experiments and testing solutions • Analysing and interpreting data • Communicating, evaluating and defending ideas with evidence • Making informed decisions and taking responsible actions • Using and developing models • Constructing explanations and designing solutions
Interactions	• Properties of Magnets • Making and Using Magnets	
Cycles	• Life Cycles of Plants • Life Cycles of Animals	

Integrated Suite of Resources

Textbook

Adult plant

Seed

Young plant
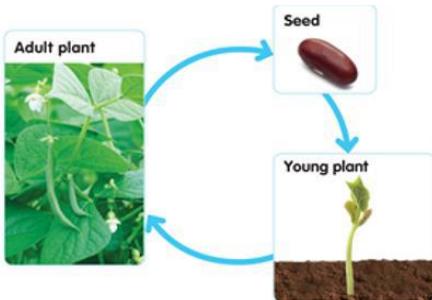
Let's Explore

Dengue fever is a disease spread by infected *Aedes aegypti* mosquitoes.

With more rain and higher temperatures, the mosquitoes breed faster. Hence, there is an increasing number of dengue fever cases.

We can reduce the number of mosquitoes breeding by removing their breeding spots in our schools and homes.

DO THE 5-STEP MOZZIE WIPEOUT.
Get rid of stagnant water.

Activity Book

Activity 2.1: Tell Me More About These Animals

Aim : To observe the animals with 3-stage life cycles

What we need : Transparent bag, paper towels, 2 seeds, paper strips, stapler
SLS (Life Cycles of Animals)

Let's inquire

Part A: How do the animals with 3-stage life cycle change over time?

Dear Scientist,

I was walking in the garden yesterday and saw the following animals below.

Chicken   Frog   Grasshopper   Cockroach

I am curious about these animals and want to know more about them.

Can you tell me how these animals change over time?

Thank you.

Belle

Student Learning Space (SLS)

Life Cycle of Butterfly

life cycle

SPARKLE Kits

Young Scientist Badge

Helping Your Child to Learn Science

Helping Your Child to Learn Science

Explore Science around us with your child

Learn Science through **stories**

Reinforce importance of **key concepts** and **answering skills**

Recall Science content using **strategies**

Exploring Science Around Us

- Help your child make sense of the world around them by showing them **science phenomena that occur in everyday activities**

- Encourage **questions** and **observations** (e.g. drawing similarities and differences)

- **Document** their observations and experiences

- **Learn together** with your child

Learning Science Through Stories

- For phenomena that are unable to be experienced in real life, choose **stories** (e.g. in books or videos) that can engage children

- Encourage **questions** and **discuss the Science** behind the stories

- Highlight **values** such as perseverance and integrity demonstrated by the characters in the stories

# Reinforcing Key Concepts and Answering Skills
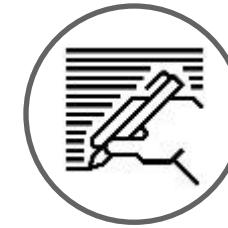
- Students must communicate key ideas using **scientific terms** which have meanings that are **different from daily usage**

- However, it is not simply giving standard answers or key words

- Conceptual understanding takes into consideration how concepts and skills are **applied in different contexts**

Reinforcing Key Concepts and Answering Skills

May Ling observed a toy monkey as shown in the diagram below.
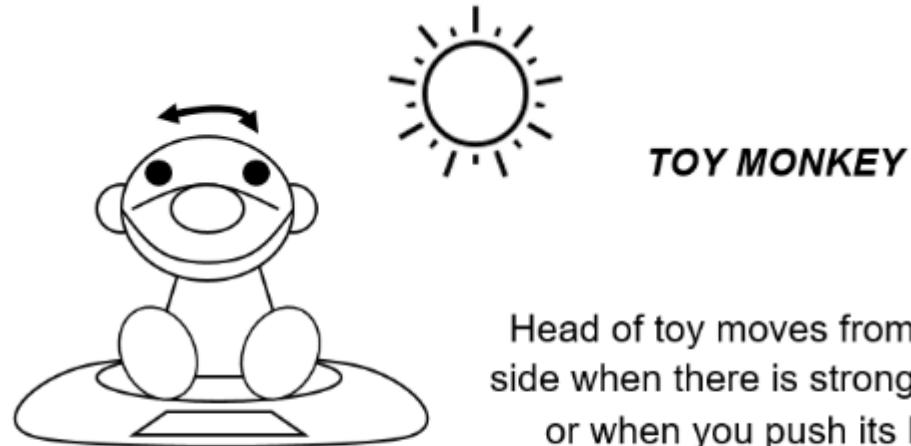
TOY MONKEY

Head of toy moves from side to side when there is strong sunlight or when you push its head.

She concluded that the toy monkey is **not** a living thing.

Give a reason to support May Ling's conclusion that this toy monkey is <u>not</u> a living thing.
[1]

✗ The toy monkey is not alive.

✗ The toy monkey cannot eat.

Concept:
Characteristics of a living thing

✓ The toy monkey <u>cannot grow</u>.

✓ The toy monkey <u>cannot reproduce</u>.

✓ The toy monkey <u>does not need air, food and water</u>.

Using Strategies to Recall Content
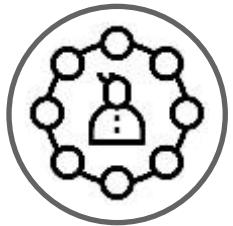
- A **mnemonic** is a learning technique to make recalling easier as it helps to organise and remember information

COWS MOO SOFTLY

Change one variable

Measure something

keep all other conditions the **S**ame

Using Strategies to Recall Content

(*Image from: https://www.biggerplate.com/mindmaps/Mqx6tXto/comparing-animals-fabrim*)
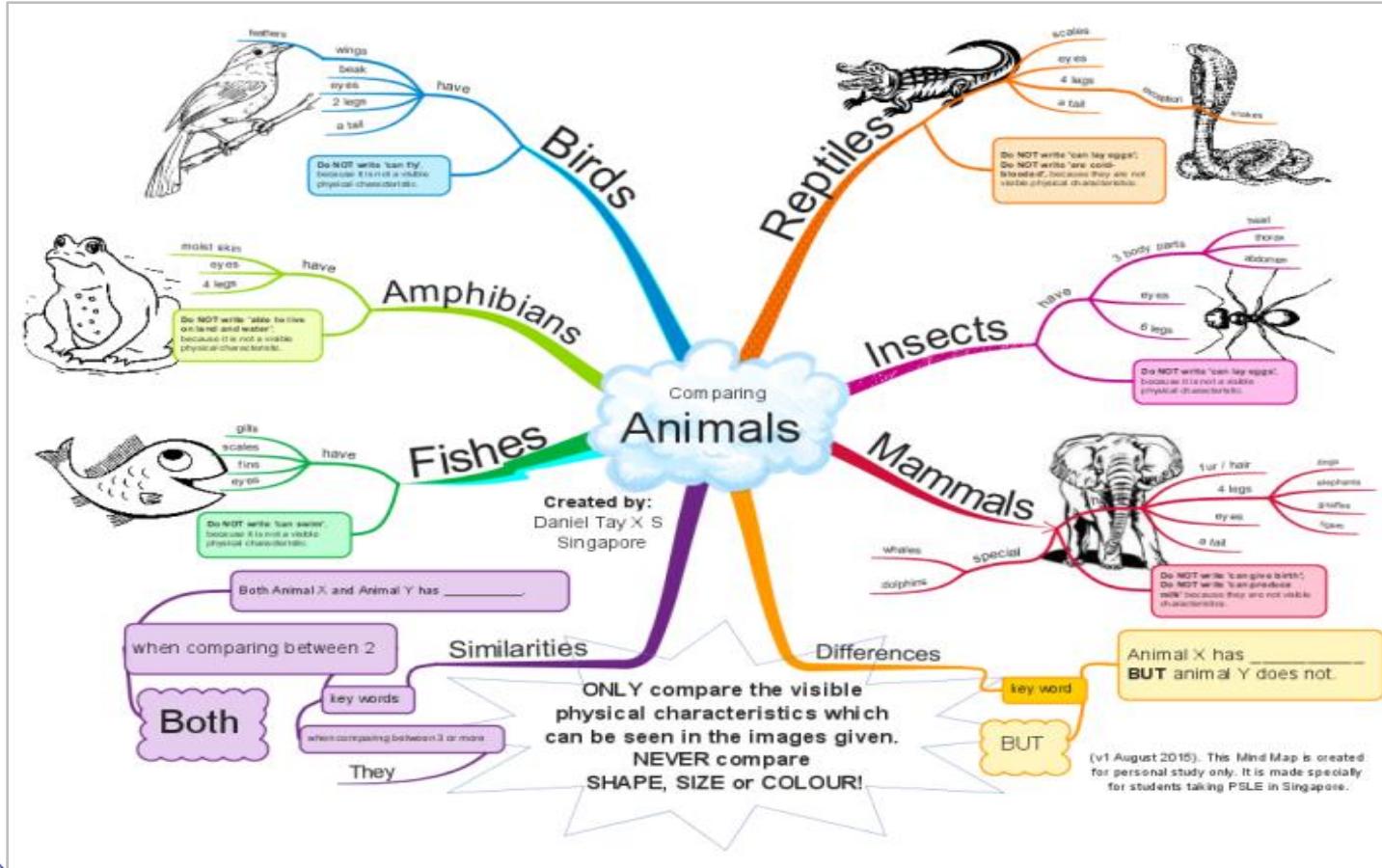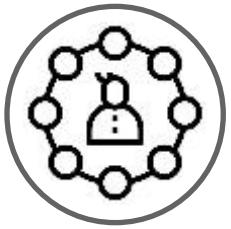
- A **concept map** is a graphical tool for showing relationships between concepts by organising and connecting knowledge

Grow Well SG: Children Well-being

While most children in Singapore are in good health, many have already picked up poor habits. ST PHOTO: LIM YAOHUI

Keeping children healthy in the digital age: 4 areas for early intervention

1. Eat Well

What's happening: Nearly 44 per cent of five-year-old children in the Gusto (The Growing Up in Singapore Towards Healthy Outcomes) cohort study were found in 2022 to have unhealthy eating habits. They consumed more fries, processed meat, biscuits and ice cream – items with high contents of saturated fat and refined carbohydrates – than children who ate healthily.

Why it matters: Shaping the food preferences of children now will help them maintain healthy diets as they grow older. Poor nutrition can lead to health issues, such as raised blood glucose and diabetes later on in life, for instance.

Goal: Keep eating fruit and vegetables every day, and don't forget to drink plain water.

2. Sleep Well

What's happening: About 65 per cent of school-age children in Singapore do not meet the recommended nine to 11 hours of sleep on school days, according to a 2022 report.

Why it matters: Insufficient sleep in school-age children has been associated with poorer academic performance, sleepiness during the day, depressive symptoms and poor social competence, the study said. The risk of mental health conditions, childhood obesity and related chronic health conditions goes up if poor sleeping habits persist into adulthood.

Goal: Sleep at least nine hours nightly

3. Learn Well

What's happening: Most children do not meet recommended screen time guidelines – only 41 per of eight-year-old children meet the recommendation of less than two hours of recreational screen time a day.

Why it matters: Inappropriate and excessive screen use displaces other activities, such as sleep, physical activity, interactions with friends and family, and is associated with increased obesity and poorer mental health and well-being.

Goal: Limit recreational screen use to less than two hours a day, if you are 7-12 years old.

4. Exercise Well

What's happening: Only 52 per cent of eight-year-old children were involved in organised sports activity during the week. Since 2013, the proportion of school-going children under 18 who are overweight has risen from 11 per cent to 13 per cent.

Why it matters: Insufficient physical activity can lead to children becoming overweight or obese, and other health issues.

Goal: Be active and exercise for at least an hour every day.

No devices for kids at meals and turn off the TV: Singapore issues stricter screen use guidelines

New MOH guidelines on screen use for children under 12

BELOW 18 MONTHS

- No screen use unless for interactive video chatting
- Do not leave screens on in the background when child is engaged in other activities

18 MONTHS TO 6 YEARS

- Limit screen use to less than an hour a day outside school
- Passive screen use not recommended
- View media together with children where possible
- Do not use screens to occupy or distract child
- Carefully choose age-appropriate educational content
- Do not leave screens on in the background
- No screens during meals and 1 hour before bedtime

7 TO 12 YEARS

- Limit screen use to less than 2 hours a day, unless related to schoolwork
- Develop a screen use plan or timetable
- Have regular conversations with children to find out their online activities
- Do not give children mobile devices with unrestricted access
- Use parental control settings to ensure children access age-appropriate content and apps
- Do not give children access to social media services
- No screens during meals and 1 hour before bedtime

SOURCE: MINISTRY OF HEALTH

Cyber Wellness

What is Cyber Wellness?

Cyber Wellness is the <mark>ability of our children and youth to navigate the cyberspace safely.</mark>

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

Primary 3 and 4

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

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

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

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

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

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

School-wide Cyber Wellness Education

Cyber Wellness Assembly Programme
Key Message: Problems with Media-Multitasking during learning

Cyber Wellness Carnival
Booths were set up in the classrooms

FUTURE-READY LEARNERS, ROOTED IN VALUES

Why Should We Be Concerned about Cyber Wellness? The data may surprise you.

Did you know?

Our children are **going online from a younger age**.

67% of children aged 7 to 9, and **85%** for those aged 10 to 12 in Singapore use **smartphones** every day, and are active on **social media**.

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

What does this mean?

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

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

FUTURE-READY LEARNERS, ROOTED IN VALUES

AGE WHEN THEY STARTED USING SOCIAL MEDIA (%)

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
3 years old or below	9	17	6	4
4–6 years old	25	42	24	11
7–9 years old	39	41	46	31
10–12 years old	22	0	24	40
13–16 years old	5	0	0	14
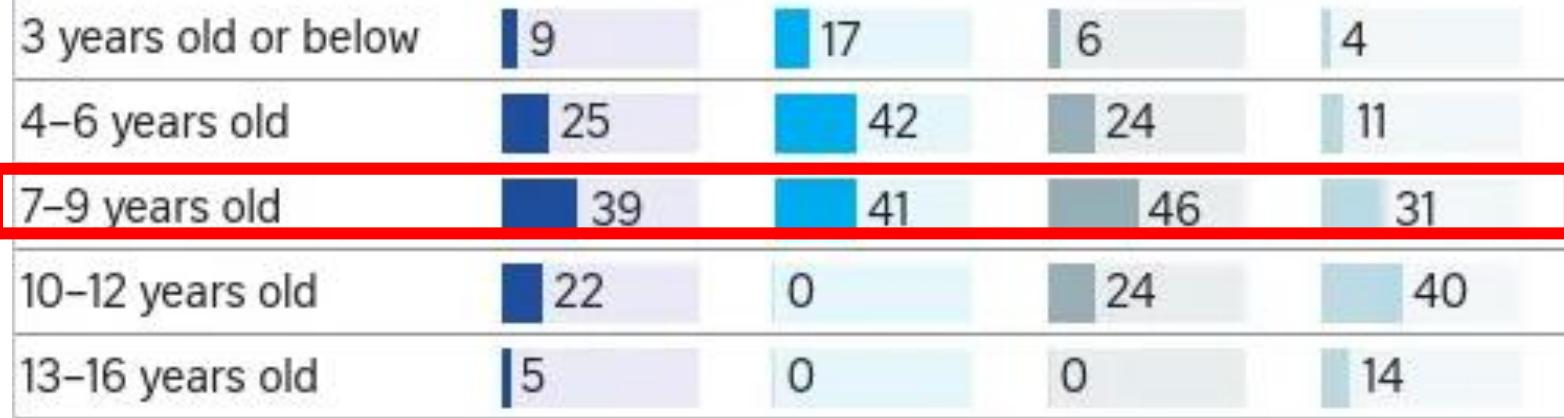
CURRENT REALITY

Children are going online from a younger age

CURRENT REALITY

Two-thirds of these children use a smartphone and/or a tablet/iPad daily.

DEVICES USED DAILY BY CHILDREN (%)

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
Smartphone	84	67	85	98
Personal laptop	32	13	30	51
Family laptop	36	44	37	27
Tablet/iPad	52	65	51	40
Others	5	7	5	5

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

FUTURE-READY LEARNERS, ROOTED IN VALUES
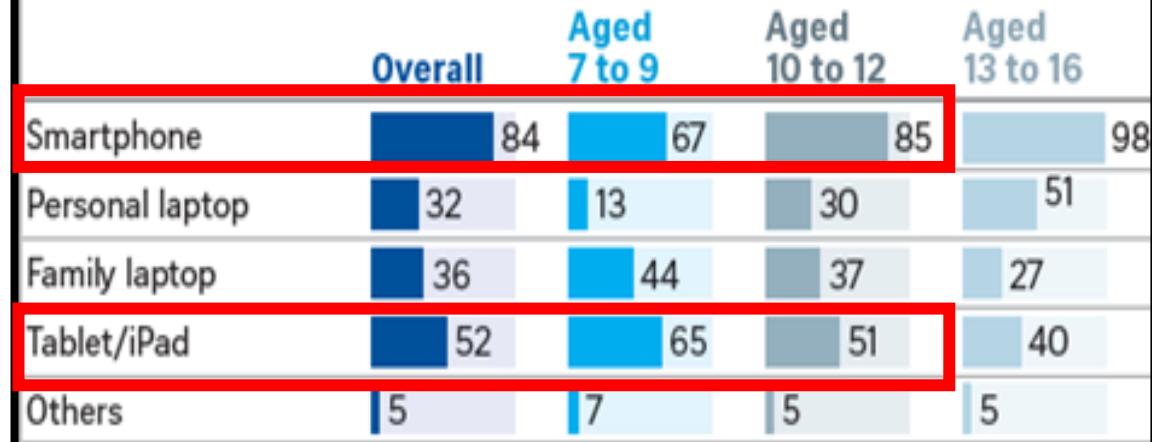
TYPES OF ONLINE HARASSMENT (%)

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
Cyber bullying	79	86	93	63
Sexual grooming	30	43	21	26
Sexual harassment	45	43	57	37
Others	15	7	7	26
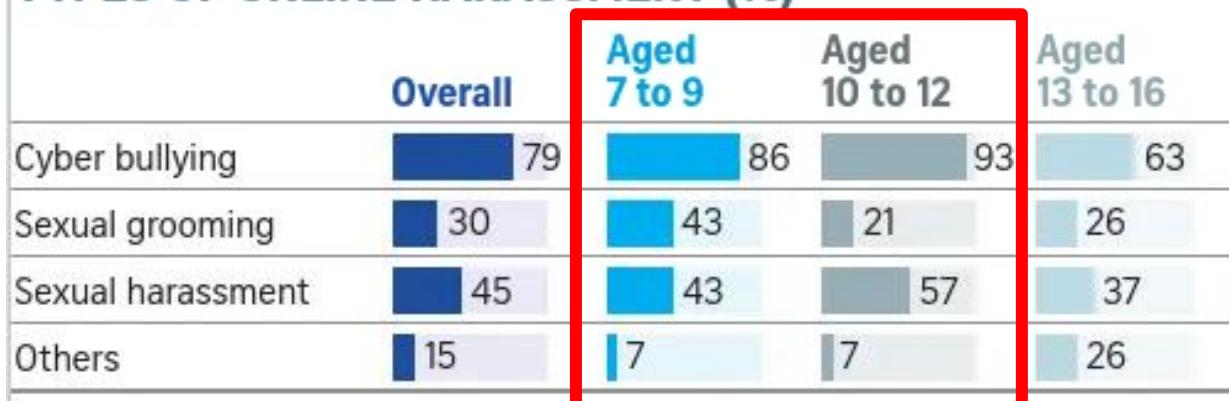
NOTE: This question was posed only to parents who reported that their children had faced online harassment. The poll is subject to a margin of error that is comparable with other research surveys.

Source: **MILIEU INSIG**
STRAITS TIMES GRAPHICS

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

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

Parents might not be aware, but...

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

Source: MLC-TOUCH Parent Child Poll Findings (30 Nov 2023)

48% of parents surveyed were able to give an accurate estimate of the amount of time their child spent on gaming

31% of parents were fully aware of who their child gamed with

25% of parents were not at all aware of who their child gamed with

Source: MDDI Survey (Feb 2024)

Did you know?

Most social media platforms and popular games have **App Store age-ratings:**
- **12+** : WhatsApp, Instagram, Roblox
- **17+** : Telegram and Discord

But the **majority of our children** have access to social media **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.

AGE WHEN THEY STARTED USING SOCIAL MEDIA (%)

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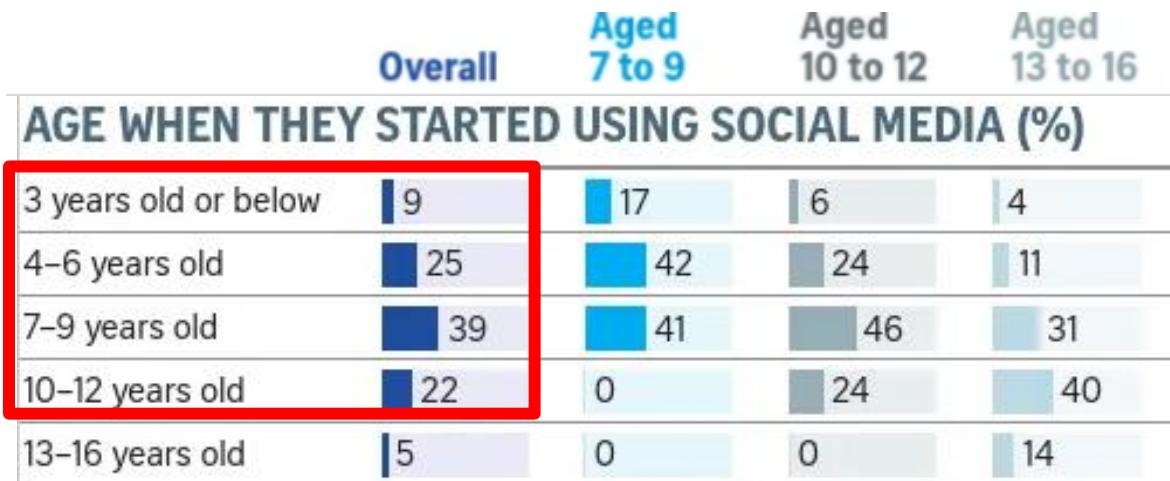
TYPES OF PLATFORMS CHILDREN USE (%)

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
Instagram	50	25	46	78
Facebook	52	41	48	65
Twitter	14	6	11	23
WhatsApp	72	43	76	94
Telegram	18	11	13	28
Snapchat	13	5	13	21
TikTok	36	22	38	46
YouTube	65	58	62	75
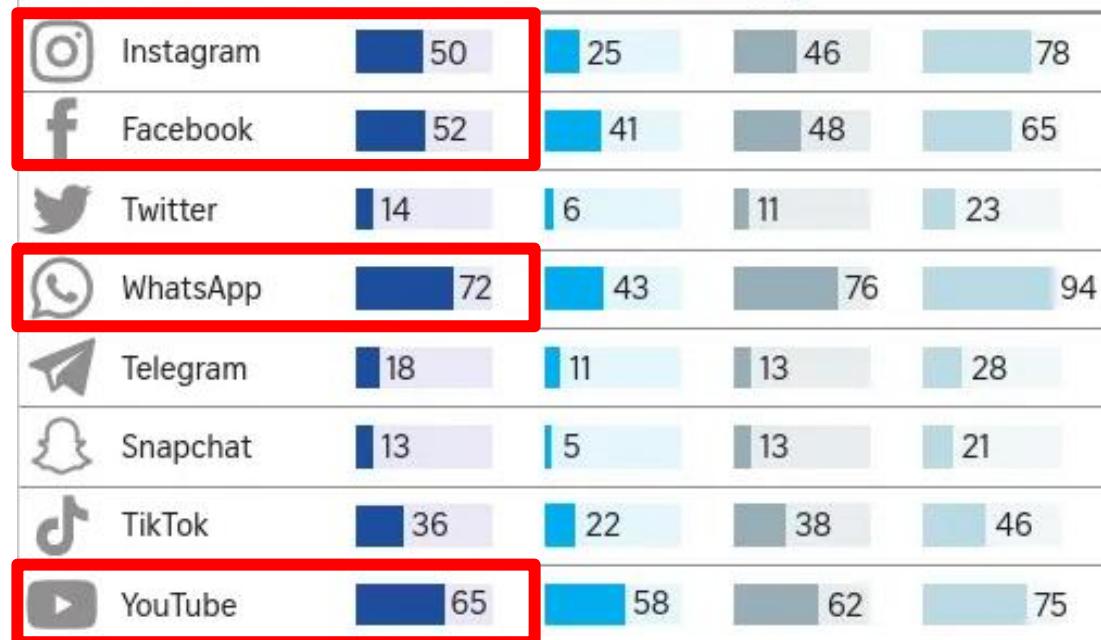
CURRENT REALITY

About a third of parents with children aged seven to 12 said they had Instagram accounts

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

Online Games

Should you be concerned?

- 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 to access the Parenting for Wellness Toolbox for Parents.

What are some ways to reduce the risk of negative impact of online games?

Parents can take note of the following:

- Does the game require your child to <mark>play with others online</mark>?
  - ○ Not all games require an online connection.
  - ○ **Games that require players to play with others online** will have **some risks** such as cyber bullying or attracting unwanted attention from strangers.

- Is the game <mark>age-appropriate</mark>?
  - ○ Video game ratings can be found on the IMDA website.
  - ○ Age ratings on games can be found on app stores.

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

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

- Review the plan regularly with your child.

- If their gaming behaviour continues to be a cause of concern, you may want to **seek help from the school** or other community partners such as Help123 by Touch Community Services at 1800 6123 123.

Conversation tips on gaming concerns

Generative AI (Gen AI)

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'** – [1]UNICEF (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 and 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.
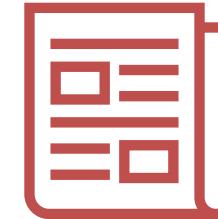
About **1 in 2** teens would trust AI-generated news story to the same extent or more than one written by a human.[2]

[1]Common 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)
[2]UNICEF, *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
[3]Parents, 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 a 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 interactions[3].

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]

[1]Common 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)
[2]UNICEF, *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
[3]Parents, 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 will your child use AI to learn in school?

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.

   - **Pri 4 to 6 students** will use AI tools occasionally with teacher supervision in class to support their learning.

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.

Three AI-enabled systems in the Singapore Student Learning Space (SLS):
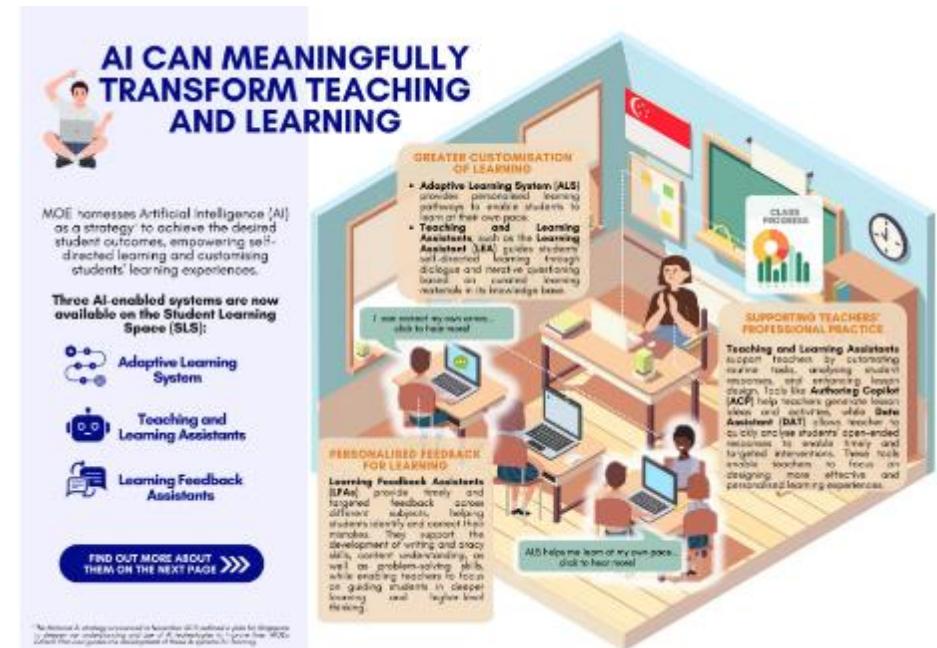
Students will develop AI literacy throughout primary school

- 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.

To access information on MOE's NDLP

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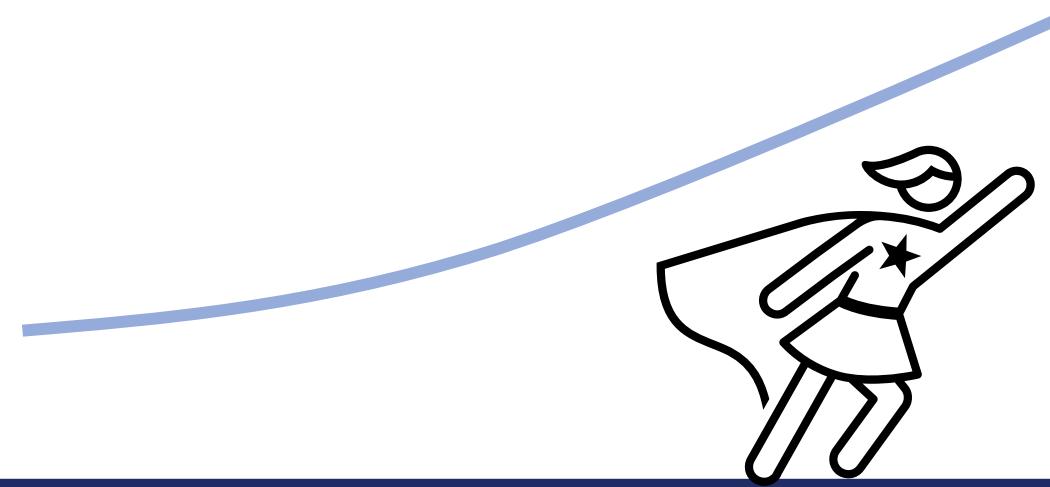
Upper primary students will learn about the risk of misinformation from AI output, that AI output may contain false information, and how some AI features (e.g. those in SLS) can support learning in a safe digital environment

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

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

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

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
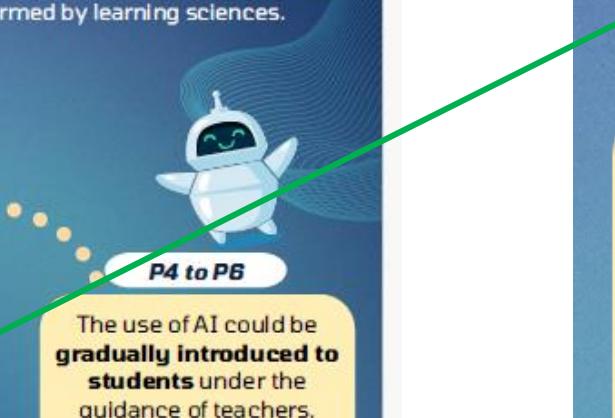
P1 to P3

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

Look out for these signs …

- Your child is **spending increasing periods** gaming or on the Internet before he/she is satisfied

- He/she **becomes irritable or even violent** if gaming or Internet usage is disallowed

- The excessive amounts of time on gaming or the Internet is **affecting his/her academic performance and health**

- He/she **forgoes social events or replaces hobbies** with cyber gaming or online activities

- Even if your child wants to curb his/her gaming or online activities, he/she is **unable to do so for a sustained period of time.**

Some Tips about Cyber Wellness for Parents

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.
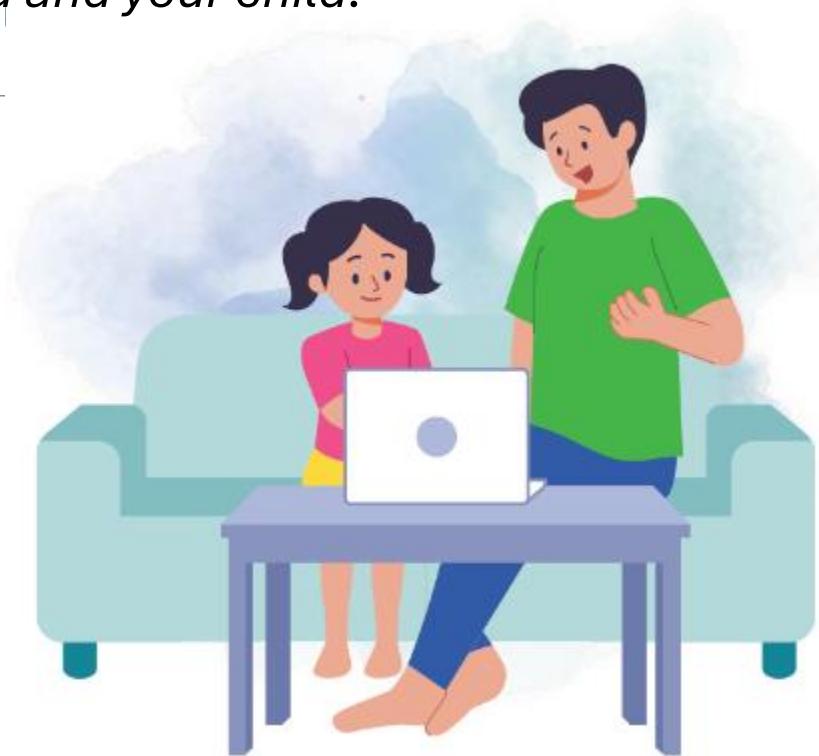
Role Models

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 school work).

Let's plan for a 'Weekend Special'!

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

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

Send a message in your family chat-group to make it happen!

Understanding Mental Health and Well-Being

What is Mental Health?

Good mental health is <u>more than</u> just the absence of mental illness.

It refers to a state of well-being where we **realise our potential** and can **cope with the varying emotions and normal stresses** that we all experience in our daily lives.

Why Should We Be Concerned About Our Children's Mental Health?

Did you know?

**Singapore Youth Epidemiology and Resilience Study (2023)***

1 in 3 youths (37.2%) in Singapore, aged 10-18, experienced symptoms such as sadness, anxiety and loneliness[+]
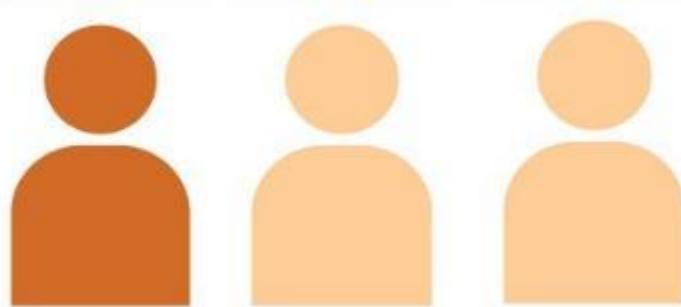
+ based on self-reporting scores

1 in 8 youths (12%) had a current mental health condition
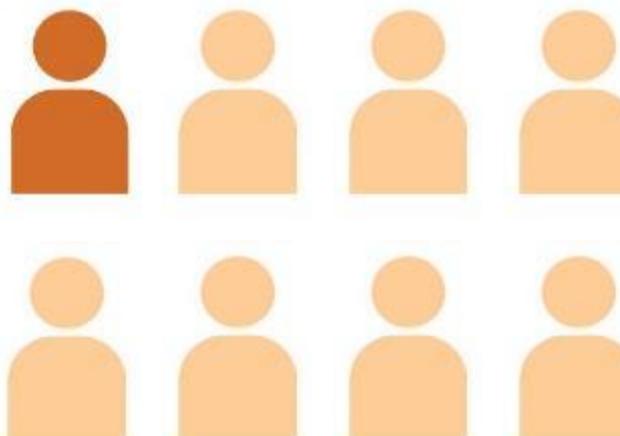
Common mental health conditions experienced by children and youth include:

Generalised Anxiety Disorder
(2.75% of those diagnosed)

Major Depressive Disorder
(2.37% of those diagnosed)

Graphics Source: Parenting for Wellness Toolbox

* Conducted by Yeo Boon Khim Mind Science Centre (NUS, NUHS). Most of the data was collected from 2020-2022 and results were published in 2023.

Did you know?

Tinkle Friend

Mental health one of the top reasons primary school kids called helpline in 2023

==Mental health became **one of the top five most common topics** that Singapore's young children anonymously asked the Tinkle Friend service in 2023==, alongside issues related to school, peers and family.

Mental health-related concerns among these children – mainly **aged 13 and below** – include **self-image struggles and emotional distress that presents as fear, anger, anxiety and low moods.**

Among the children who called or chatted with Tinkle Friend in 2020, almost half were upper primary school pupils aged 10 to 12.

Source: The Straits Times, 2024

What Will Your Child Learn in School

Primary 3 and 4

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

Strengthening Resilience and Well-being
- Developing resilience

Strengthening Sense of Self & Purpose
- Developing deeper self-understanding
- Setting meaningful goals

Building Positive Relationship
- Practising gratitude
- Building friendships and supporting peers

Overcoming Challenges; Managing Changes and Transitions
- Embracing new roles and challenges
- Managing physical and emotional changes during development

We Change as We Grow ②   Date:

How I Can **Support My Friend**

C H E E R

Calm them down
- Give your friend time to cool down.
- Ask your friend to take deep and slow breaths to calm his/her feelings.

Hear them out
- Listen attentively to your friend's words and feelings.
- Keep an open mind and do not judge.
- Do not interrupt.

Empathise with them
- Show interest.
- Check if you had understood your friend's issue and feelings correctly.

Encourage seeking help
- Encourage your friend to tell a trusted adult such as a parent, teacher or school counsellor.

Refer to a trusted adult
- Tell a teacher if you are worried your friend is in danger or may hurt himself/herself or others.

Taken from P4 CCE Journal P.7

Parents can practise the CHEER skills with their child to help them build positive peer relationships.

Extending CCE beyond school

Explore the Mental Well-being messages with your child

Every child will have a **CCE (FTGP) Journal**.

We encourage parents to participate in the **"Family Time"** activities inside the journal with your child to reinforce their learning.

Family Time

Family Activities
Do we match?

1 Share with your parent/guardian about times when you felt anxious. Invite him/her to share his/her experiences too.

Have you and your parent/guardian experienced anxiety in any of the following situations?	Put a tick (✓) in the relevant boxes.	
	You	Your Parent / Guardian
We did something for the first time e.g. performed on stage.		
We took a test or examination.		
We went for an injection.		
Any other situation: _____		

2 Choose one situation when both of you experienced anxiety. Find out if both of you felt and reacted in the same way. Tick (✓) the relevant boxes.

We felt the same way in our bodies e.g. our hearts beat faster.	
We reacted in the same way e.g. we kept away from others.	

We did this together!

Parent's / Guardian's signature

12 Understand and Care for Myself

What your child may be experiencing

Your child may be experiencing

- **Some stress and anxiety** from an increase in academic load with a new subject (Science) and experiencing Weighted Assessment (WA), and End-of-Year Examination (EYE) for the first time

- **Concerns** about meeting one's own expectations and those of others (e.g. peers, parents, and teachers)

- **Disappointment** from receiving results that do not match invested efforts and expectations

Supporting your child

Tips on how you can support your child

- **Show interest** in what your child learns each day, not just their homework or test preparation.

- Remind your child that assessments are important ways to **understand gaps in learning** and to use feedback from these assessments to improve. Emphasise that these assessments **do not define a child's worth** or future.

- **Recognise and affirm** your child's effort rather than just the outcomes. Celebrate small improvements.

- Support your child in viewing **setbacks as learning opportunities,** while **acknowledging feelings** of frustration or sadness as part of the process. This will help promote a **growth mindset** – the believe that their abilities can be developed through dedication, effort, and learning from challenges.

- **Manage your own expectations and stress,** as these can place additional pressure on your child. Reassure your child that they are loved regardless of academic performance.

Leave a 'Love-Note'

Write a message on each of the 3 post-its.

Message Ideas		
Encouragement	Invitation	Simple love notes
'You make me proud!'	'Movie night this weekend?'	'Daddy/Mummy loves you!'

When you get home, place the post-its at places which your child frequents.

Remember:
Keep message short and sweet – no nagging!
Switch up the locations where you leave these post-its from time to time.

GROW WELL SG

1. Eat Well

2. Sleep Well

Children who sleep better, behave better !!!

3. Learn Well

Health Plan

4. Exercise Well

School-Home Partnership

FUTURE-READY LEARNERS, ROOTED IN VALUES
SEMBAWANG PRIMARY SCHOOL
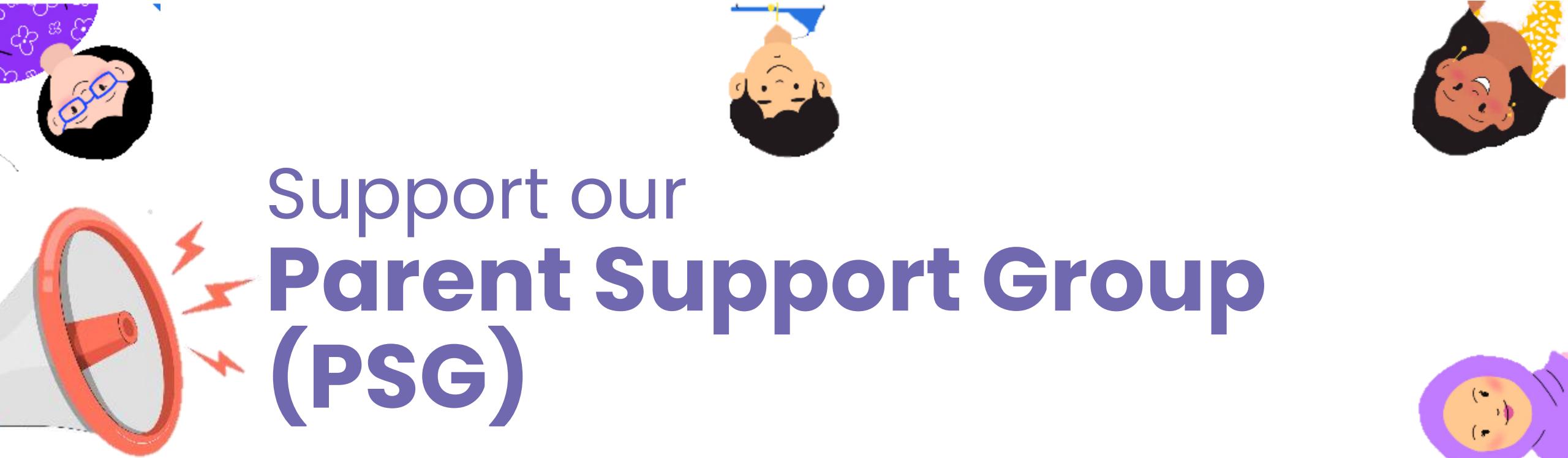
Support our
Parent Support Group (PSG)

A team of dedicated parents supporting each other in nurturing their children. Network, share and learn with fellow parents by involving yourself in initiatives such as Parenting Workshops and Career Talks for P5 and P6 students.

Communication between Teachers and Parents

We want to develop and strengthen mutual understanding, respect and trust between the school and parents for the benefit of your child.

- For modes of communication, please refer to the **Introductory Letter** sent by the Form Teachers earlier via PG.

- We seek your understanding to adhere to the **official school hours (7.00 am – 5.30 pm)**, and that if a request is received after official school hours, the teacher will reply the following working day.

- During curriculum / CCA time, teachers are occupied with your children. **For urgent matters, please call the General Office**.

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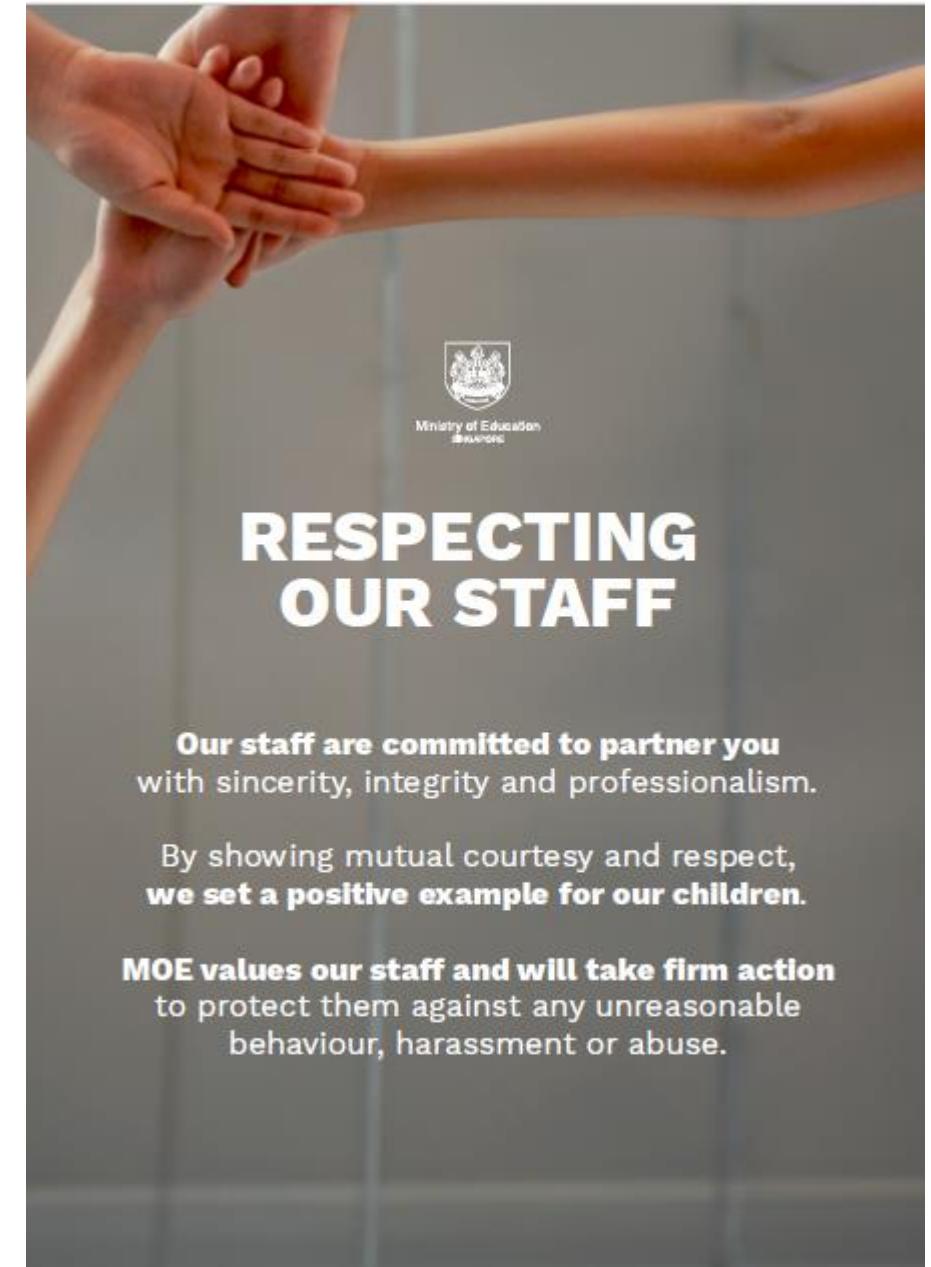
Our children do best when schools and parents work hand in hand to support them.

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
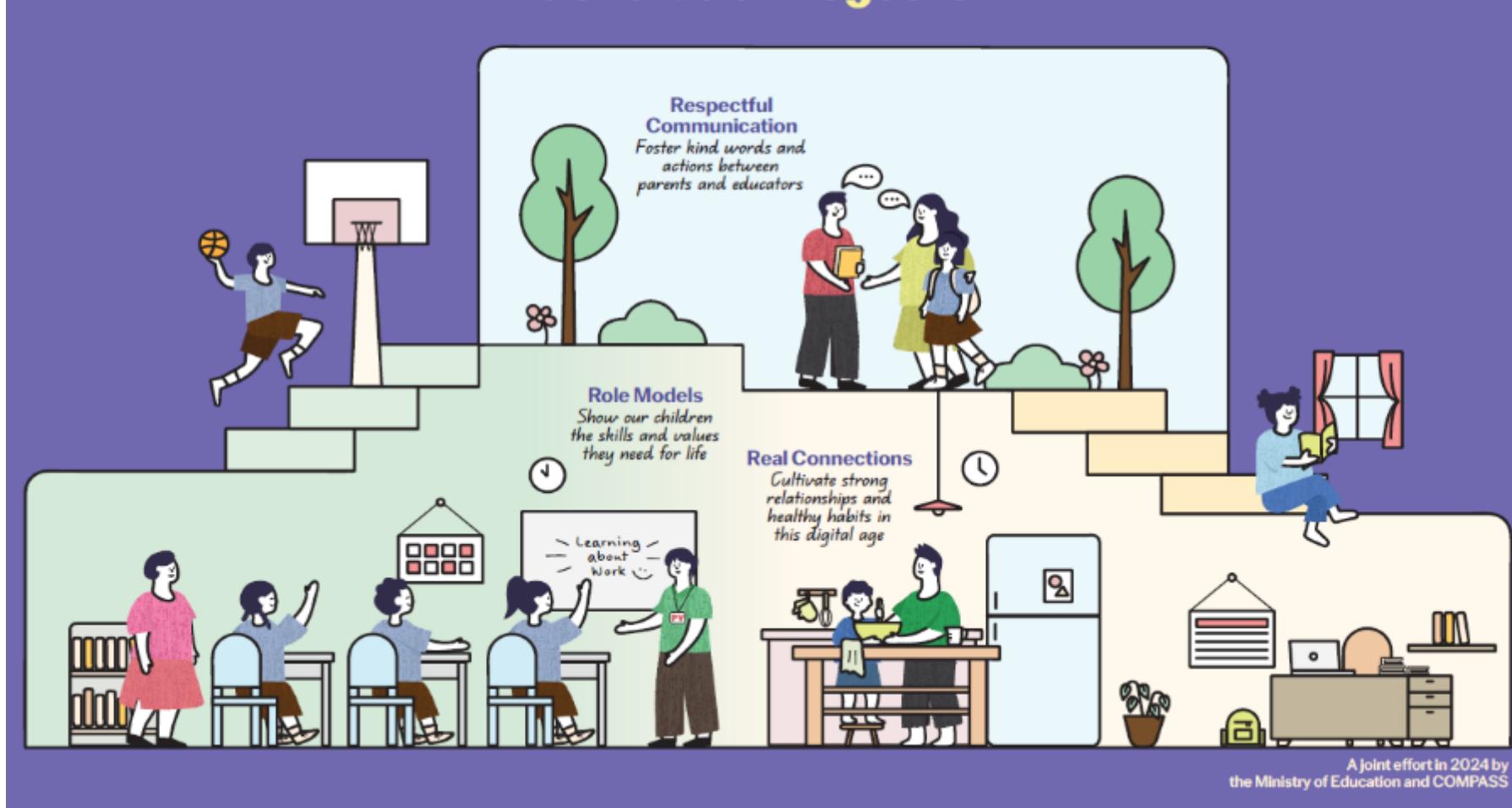
FUTURE-READY LEARNERS, ROOTED IN VALUES

Additional Resources

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

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.

https://go.gov.sg/hpbpfw

parenting for Wellness
Toolbox for Parents

Brought to you by

Health Promotion Board

Ministry of Education
SINGAPORE

MSF
MINISTRY OF
SOCIAL AND FAMILY
DEVELOPMENT
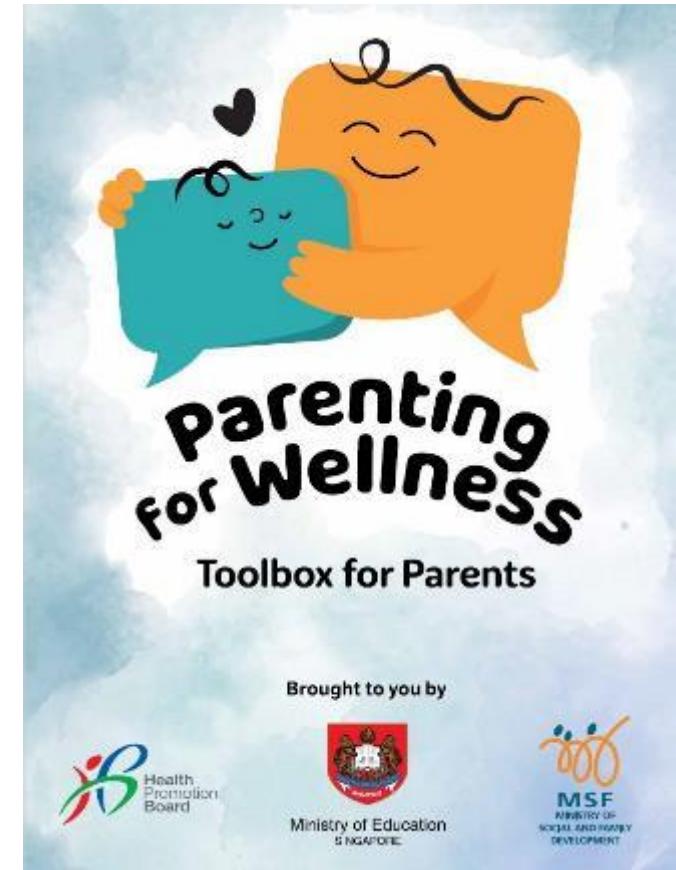
How can parents better support their child's digital habits?

Achieving balanced screen time

- **Screen time** refers to the amount of time spent using devices each day. Having some screen time can be beneficial, such as when your child uses devices to learn and connect with others.
- However, it is important to be aware that **spending an excessive amount of time using devices is unhealthy**, as it is associated with insufficient good quality sleep, sedentary behaviours, increased obesity, and poorer mental health and well-being.
- **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**.

Using parental controls to manage device use and stay safe online

- **Parental controls** refer to a group of settings that put you **in control of what your child can see and do on a device or online**.
- Such controls can allow you to **supervise and monitor your child's online activities and protect them** from inappropriate content, online sexual grooming, cyberbullying and other online risks.
- Parental control settings can be used to **monitor and limit screen time** as agreed with the child.

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

How can parents better communicate with their child on digital habits and matters?

Providing a safe space for conversations	• It can be challenging to grapple with uncomfortable feelings and negative thoughts. • Children may hesitate to share their true thoughts and feelings with their parents, as they may fear being judged or misunderstood. • **You can let your child know that it is normal to feel or think the way they do, and that they can feel safe expressing themselves with you.**
Role modelling respectful conversations	• When your child learns to engage in respectful conversations, they become a better communicator and friend. • **Parents are in the best position to role model these skills** through daily interactions with your child. • **Listen to understand**, instead of listening in order to give advice and offer solutions.

Have regular and open conversations	• **Have regular conversations** to better understand what your child does online.
	    • Is it school work or are they engaging in recreational activities?
	    • For example:
	        • State observation: "I noticed you have been spending a lot of time on your device."
	        • Ask open-ended questions: "What do you usually do on your device?"
	• **Communicate your actions and rationale.** Let your child know you care for them and want them to be safe online.

Parenting Resources on Parents Gateway (PG)

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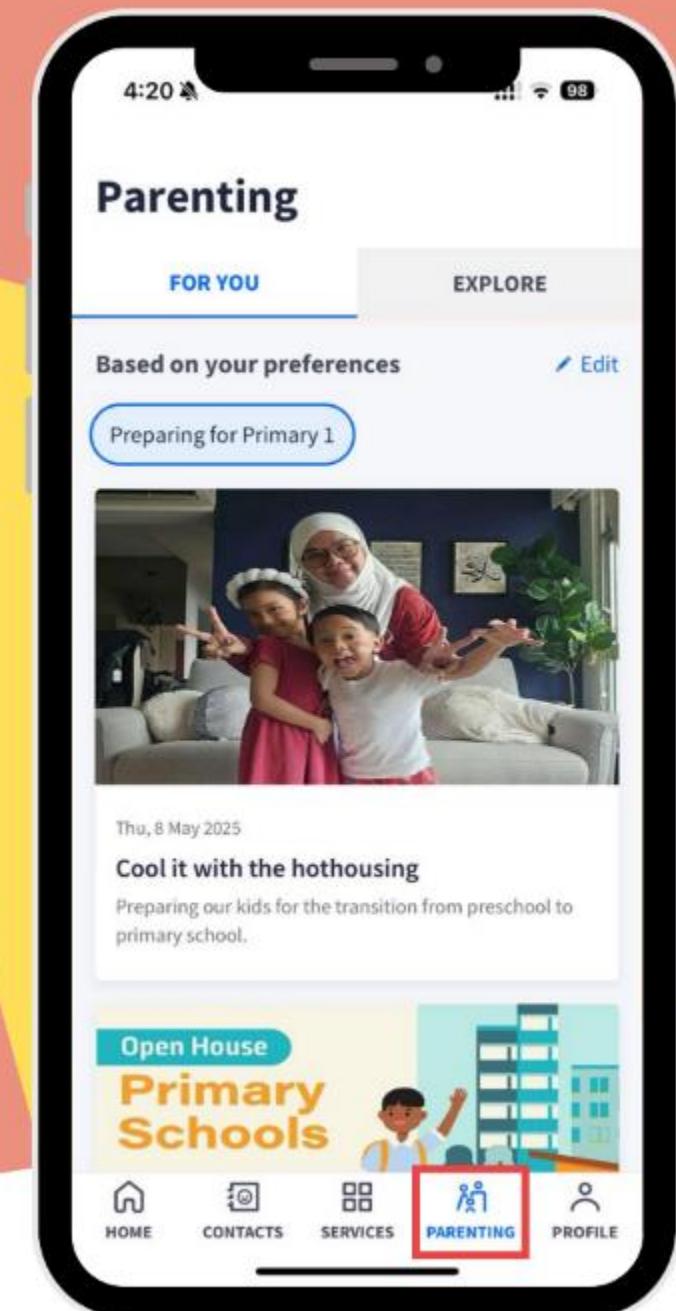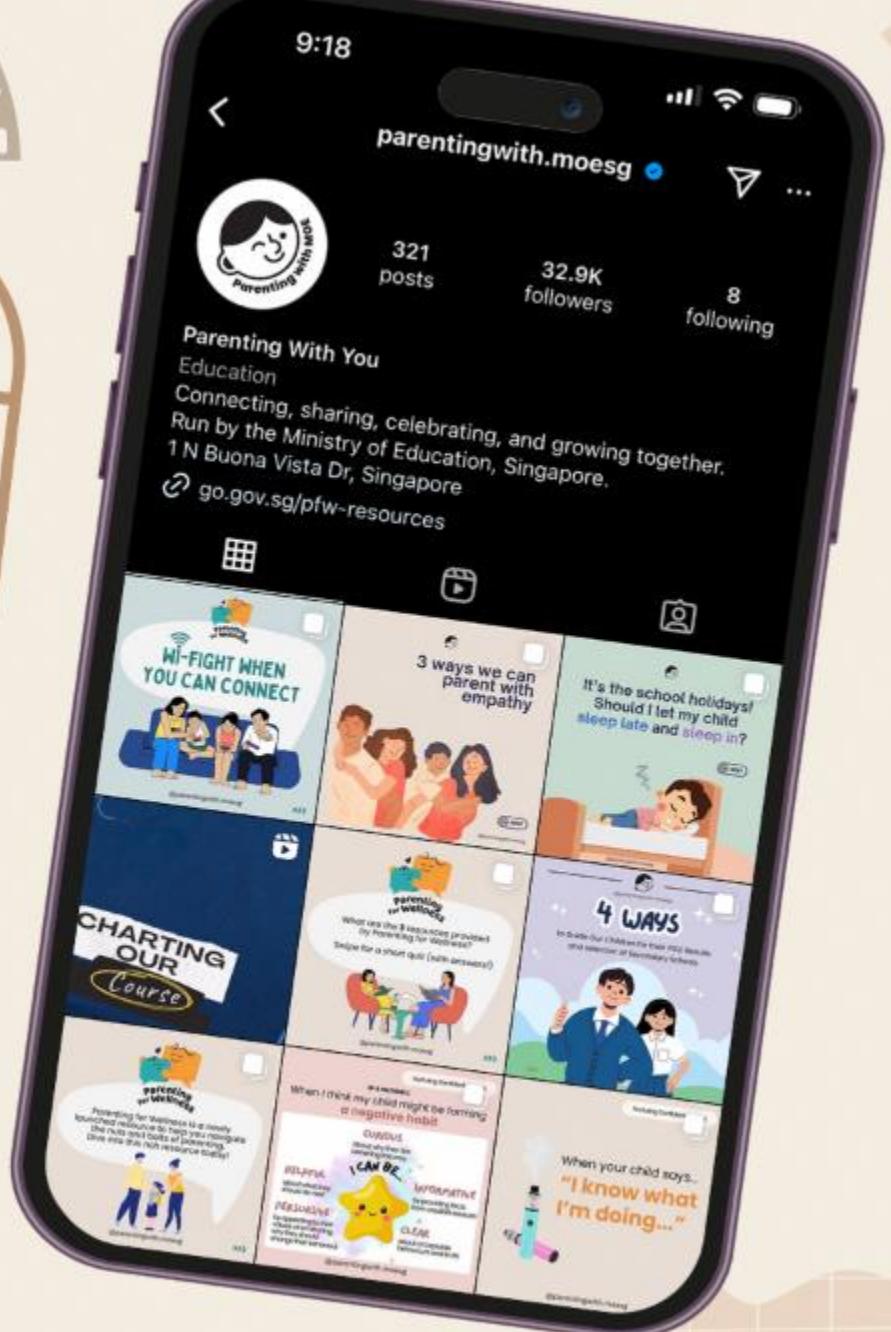
Begin your parenting journey with us

@parentingwith.moesg

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

Check out more resources from MOE

Parent Kit

Parent Kit
www.moe.gov.sg/parentkit
Each Parent Kit issue contains bite-sized actionable tips with supporting resources for parents to help them support their child in their education journey.

www.instagram.com/parentingwith.moesg

www.facebook.com/moesingapore

www.instagram.com/
moesingapore

www.youtube.com/
moespore

Location of P3 Classes (Level 4)

FUTURE-READY LEARNERS, ROOTED IN VALUES
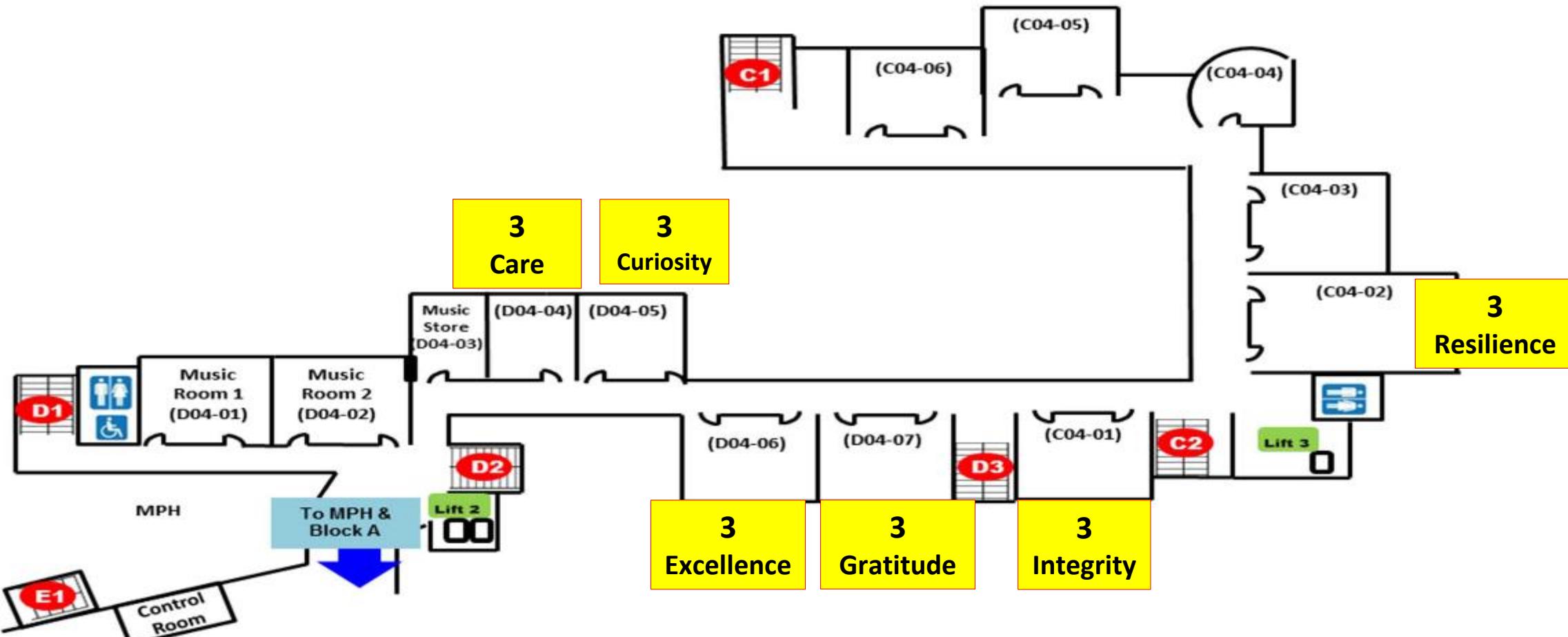
Thank You • Terima Kasih • 谢谢 • நன்றி