



2025 Parents Briefing

(Primary 3)



Welcome!



FUTURE-READY LEARNERS, ROOTED IN VALUES
SEMBAWANG PRIMARY SCHOOL

Agenda

1. Introduction and SBPS Strategic Direction
2. Important Dates
3. Student Development Experiences in Primary 3
4. Support for the Primary 3 Students
5. Cyber Wellness
6. Primary Science Curriculum
7. Co-Curricular Activities (CCA)
8. School-Home Partnership
9. Engagement with Form Teachers



School's Strategic Direction



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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



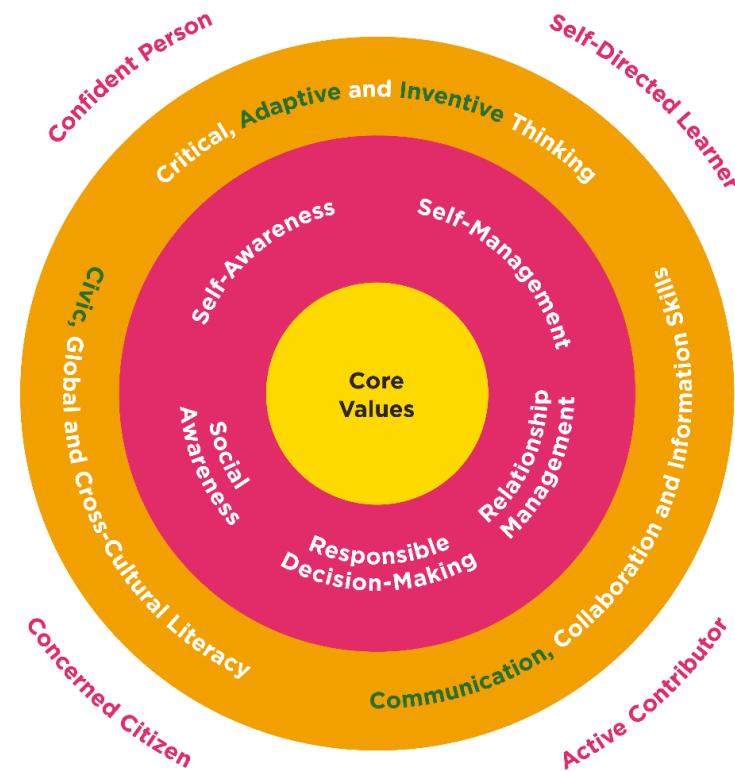
Enhanced Framework for 21CC

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



Collectively Redefining Our Strategic Direction

**Parents
(P1-P6)**

Jan/Feb 24
Breakfast with
Principal

P6 Students

Mar/Apr 24
P6 Student
Survey

EXCO & TLC

30 Apr 24
Train the
trainers

Staff

27 May 24
Staff Retreat

EXCO & TLC

29 & 30 May
24
SOAR

EXCO

Term 4 2024
Charting
school
direction and
growth

Staff

22 Nov 24
Staff
engagement
on school
direction

Part 1:
Appreciative Inquiry

Part 2: SOAR,
Consolidation

Part 3:
Forward Planning



Our School Vision

Future-Ready Learners, Rooted in Values

Future-ready learners are *reflective contributors* and *compassionate leaders*. They are confident and self-directed individuals who are able to thrive in a rapidly changing and highly interconnected world.

Learners who are **rooted in values** embrace and live out the school values in their daily lives. School desires to see all our learners being *steadfast* and *unwavering* in demonstrating these values.



Our School Mission

Nurturing Future-Ready Learners in a Vibrant Community

We **nurture future-ready learners** by providing holistic education with innovative, effective pedagogies and cultivating a Growth Mindset in our students.

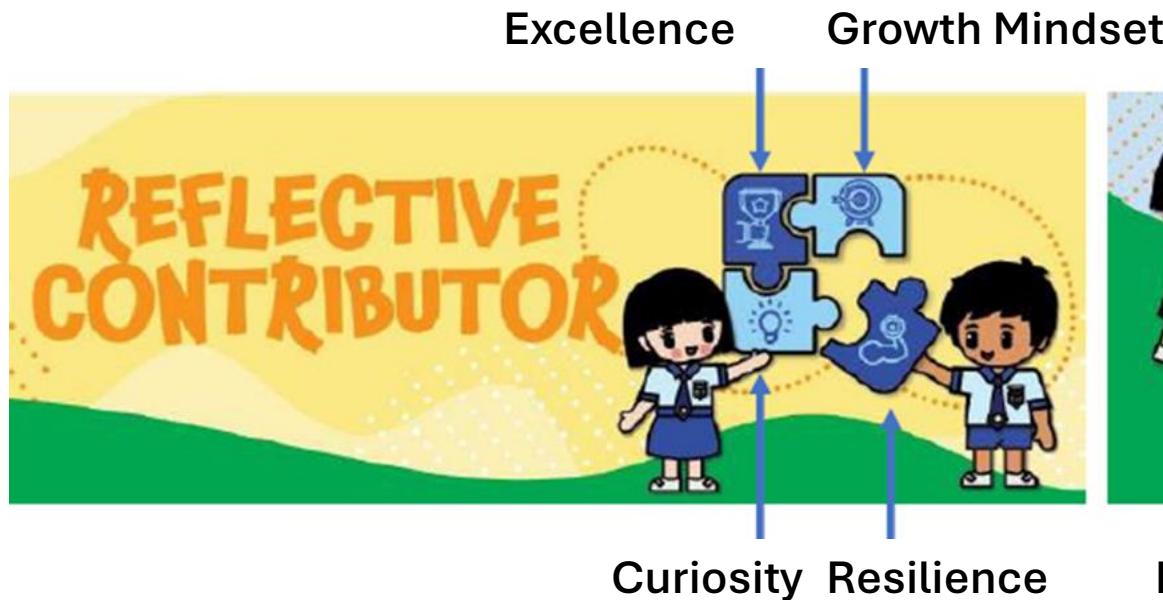
A **vibrant community** makes *learning an adventure* and promotes student agency. We achieve this through designing, creating and building (1) a caring and enabling environment, (2) engaging learning experiences and spaces, and (3) meaningful collaboration with key stakeholders and partners.



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**.



Our School Values

CURIOSITY
We are inquisitive and keen to learn.

RESILIENCE
We rise above challenges and learn from setbacks.

EXCELLENCE
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.

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



Important Dates



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Important Dates

School Year 2025

	Period
Term 1	(Thu) 2 January – (Fri) 14 March
Term 2	(Mon) 24 March – (Fri) 30 May
Term 3	(Mon) 30 June – (Fri) 5 September
Term 4	(Mon) 15 September – (Fri) 21 November

Note:

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



Important Dates

Major School Events

29 & 30 May (Thu & Fri)	e-Parent-Teacher Conference & HBL
Term 4	Parent-Teacher Conference (on a needs basis)
21 Nov (Fri)	Annual Prize-Giving Day



Important Dates

2025 PSLE Dates (Tentative)

*Oral Examination	Wed, 13 August & Thu, 14 August
*Listening Comprehension	Tue, 16 September
Written Examination	Thu, 25 September – Wed, 1 October
*PSLE Marking	Mon, 13 October – Wed, 15 October

* non-school days for students



Student Development Experiences in Primary 3



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Student Development Experiences in P3

- Swim Safer Programme (Term 1 Week 1 to 8)
- Interdisciplinary Learning Journeys to Science Centre and Geylang Serai (Term 2 Week 9)
- Experiential Learning Week (19 to 27 May)
- National Education Programmes (Termly)



Support for Primary 3 Students



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Support for the P3 students

- Termly Check-ins
- Lessons on Growth Mindset
- Target Setting
- Year Head's Time
- Form Teachers' Guidance Period (FTGP)
- School-based Dyslexia Remediation (SDR), Reading Remediation Programme (RRP), Learning Support for Mathematics (LSM)
- Remedial Lessons



Cyber Wellness



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School-based Cyber Wellness Programmes

1. Cyber Wellness Assembly Talks
Focus Area: Cyber Security, Cyberbullying, Responsible video gaming

2. Intervention Programme for identified at-risk students



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

● Consider these questions:

● **Does your child need a smartphone?**

- Does your child need a smartphone to remain contactable?

● **Is your child ready for a smartphone?**

- Does your child always misplace their things?
- Does your child obey certain rules set in place?
- Will your child talk to you about issues which they might encounter while using a smartphone such as unpleasant messages or inappropriate content?

● **Am I/Can I be a good role model for smartphone use to my child?**

[Credit: Adapted from IMDA's Digital Parenting Resource]

How do I prepare my child for their first smartphone?

If you think your child is ready for their first smartphone, talk to them about **boundaries and responsibility** before providing them with one.

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



Tip	Conversation
Encourage your child to think about the responsibility of owning a smartphone.	<p><i>“Can you tell me what are the rules you have to keep when you own a smartphone?”</i></p> <p><i>“Can you share with me why it is important for you to be responsible for your smartphone?”</i></p>
Ask your child to think about safe and responsible usage of the smartphone.	<p><i>“How do you show me that you will use your smartphone responsibly, respectfully, and safely?”</i></p>
Invite your child to articulate a set of rules and expectations for the family in writing.	<p><i>“What are some suggestions on when and where devices should not be used?”</i></p> <p><i>“What should we do if we break our agreement?”</i></p>



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

- Do remember to set **parental controls** on any smartphone/watch you provide to your child!
- Companies like Apple and Google have **parental controls and online safety features** that allow you to monitor what your child can access and set screen time limits.
- You may read more about giving your child their first smartphone from this Smartphone Parent Guide by Media Literacy Council.



For more information on
Apple's Screen Time,
scan here.



For more information on
Google Family Link,
scan here.



For more information, you can scan
here for Smartphone Parent Guide
by MLC.



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 **forges 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.**



Primary Science Curriculum



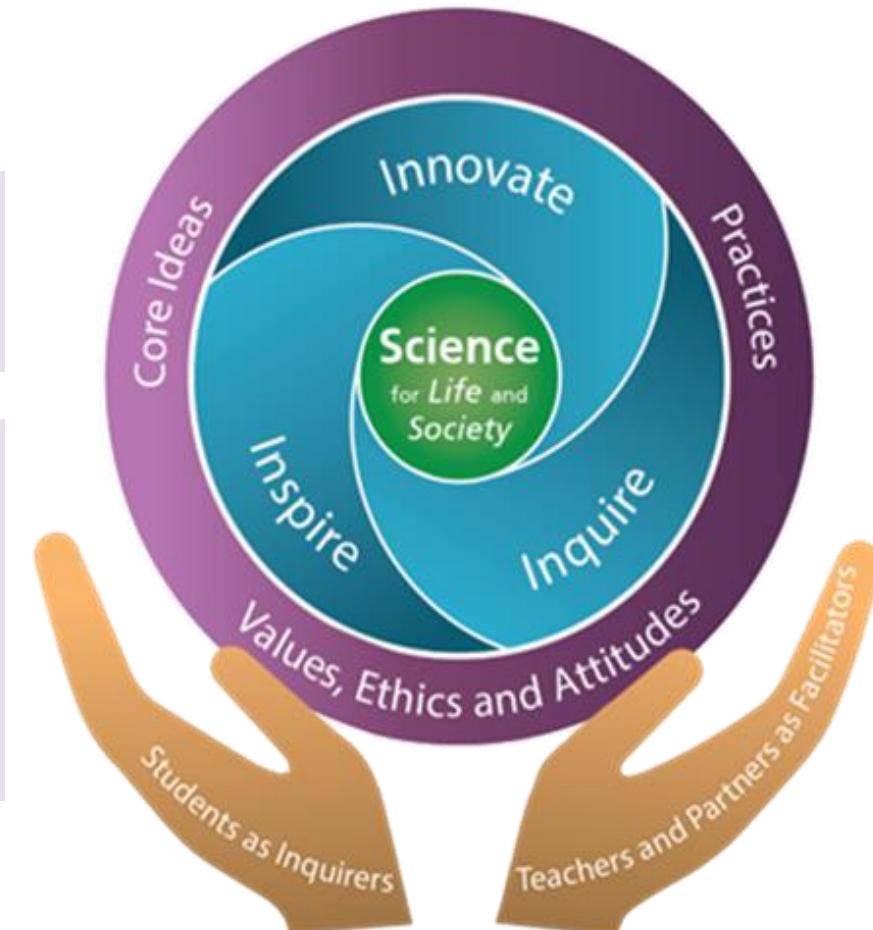
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Science Curriculum Framework

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



INNOVATE
USING SCIENCE



INSPIRED
BY SCIENCE



Primary 3 Science Syllabus



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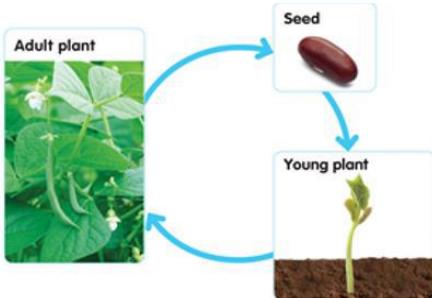
Overview of P3 Science Syllabus

Theme	Topics	Ways of Thinking and Doing Science
Diversity	<ul style="list-style-type: none">• Diversity of Living and Non-Living Things• Classification of Living Things• Diversity of Materials	<ul style="list-style-type: none">• Posing questions and defining problems• Designing investigations• Conducting experiments and testing solutions
Interactions	<ul style="list-style-type: none">• Properties of Magnets• Magnets and Using Magnets	<ul style="list-style-type: none">• Analysing and interpreting data• Communicating, evaluating and defending ideas with evidence
Cycles	<ul style="list-style-type: none">• Life Cycles of Plants• Life Cycles of Animals	<ul style="list-style-type: none">• Making informed decisions and taking responsible actions• Using and developing models• Constructing explanations and designing solutions



Integrated Suite of Resources

Textbook



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)



SPARKLE Kits



Young Scientist Badge



Helping Your Child to Learn Science



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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



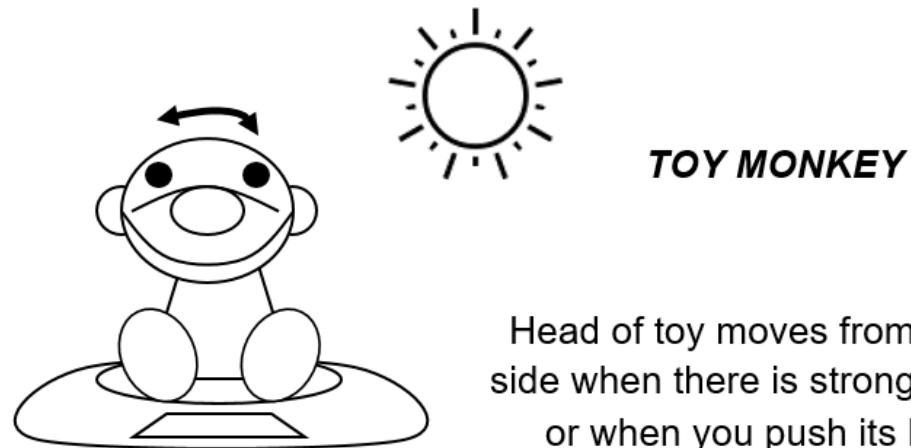
- Students must communicate key ideas using **scientific terms** which have meanings that are **different from daily usage**
- However, it is not simply giving standard answers or key words
- Conceptual understanding takes into consideration how concepts and skills are **applied in different contexts**



Reinforcing Key Concepts and Answering Skills



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



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 not a living thing. [1]

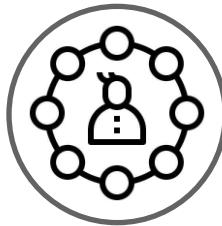
- ✗ The toy monkey is not alive.
- ✗ The toy monkey cannot eat.

Concept:

Characteristics of a living thing

- ✓ The toy monkey cannot grow.
- ✓ The toy monkey cannot reproduce.
- ✓ The toy monkey does not need air, food and water.

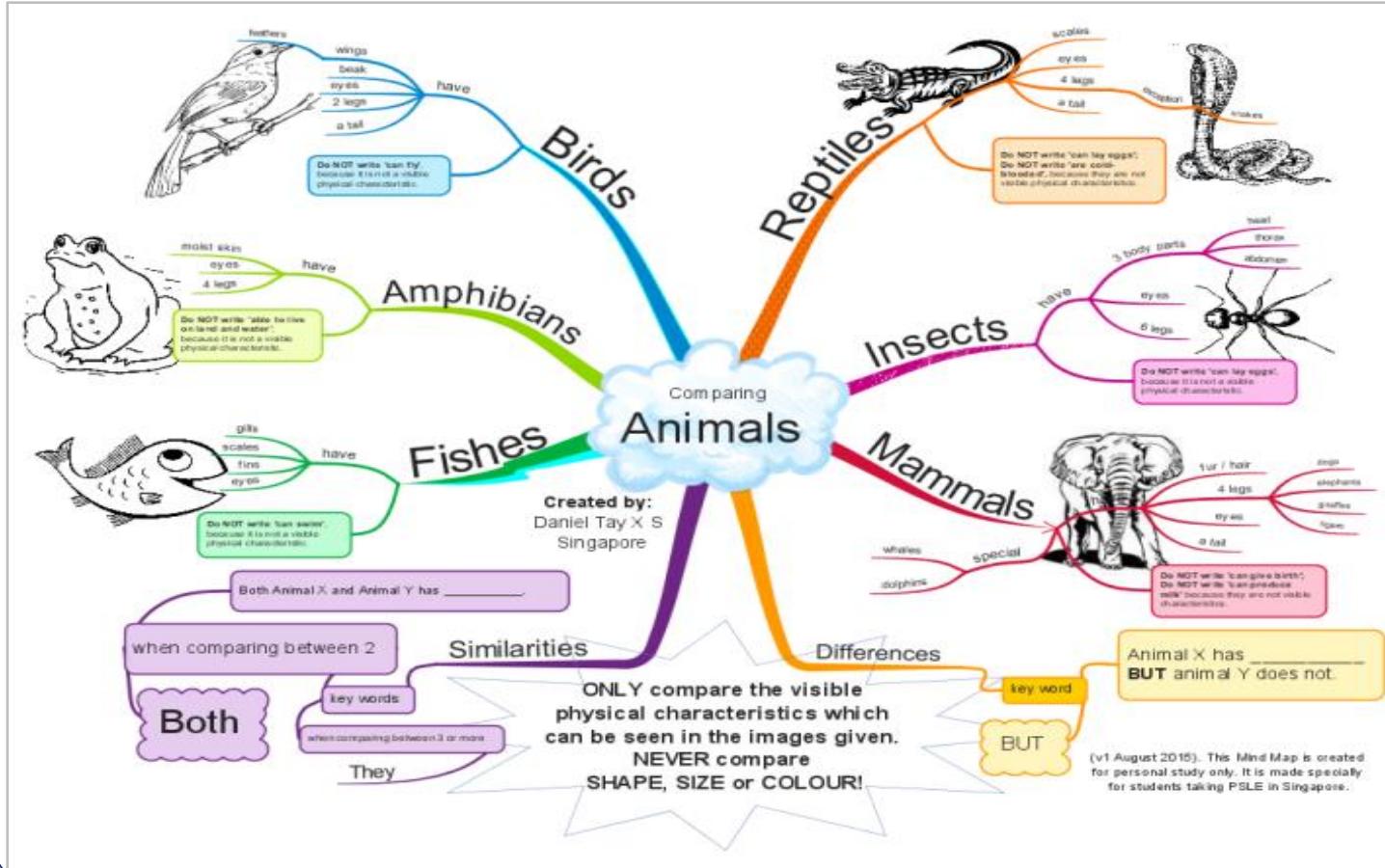
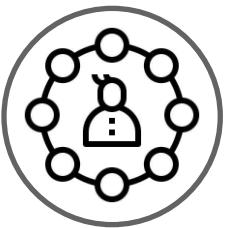
Using Strategies to Recall Content



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



Using Strategies to Recall Content



- A **concept map** is a graphical tool for showing relationships between concepts by organising and connecting knowledge



Co-Curricular Activities (CCA)



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Purpose of CCA

- CCAs are a **key component** of students' holistic education.
- Through CCAs, students **discover their interests and talents**.
- provide platforms for students to **develop their character, learn values, social emotional competencies** and other **relevant skills** to prepare them for **future challenges**.
- By learning and interacting with others from **diverse backgrounds** students develop friendships and deepen their sense of belonging to the school and community.



CCAs in Sembawang

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



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CCA Enrolment Considerations

- Students' CCA preferences
- CCA requirements e.g. Singapore Youth Festival (SYF), National School Games (NSG)
- Physical constraints e.g. Venue, Equipment, Logistics



Change of CCA

- Only 1 change is allowed from P3 to P5

- CCA Change period:

- **T2W9 and T4W9**

- * Students involved in NSG and SYF are highly discouraged from requesting CCA change in mid-year



Change of CCA

- Applies to **P3 to P5** students only
- No CCA Change for **P6**

- Use link below or QR code to apply for CCA change
- Link is available on School Website
<https://form.gov.sg/6539e0e7c7af710012d8f0a3>



School Home Partnership



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

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

No screen time, period: What are the new guidelines to help parents manage kids' device use?



MOH has provided stricter and clearer guidelines on screen use for children up to 12 years of age. ST PHOTO: GIN TAY

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 cent 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

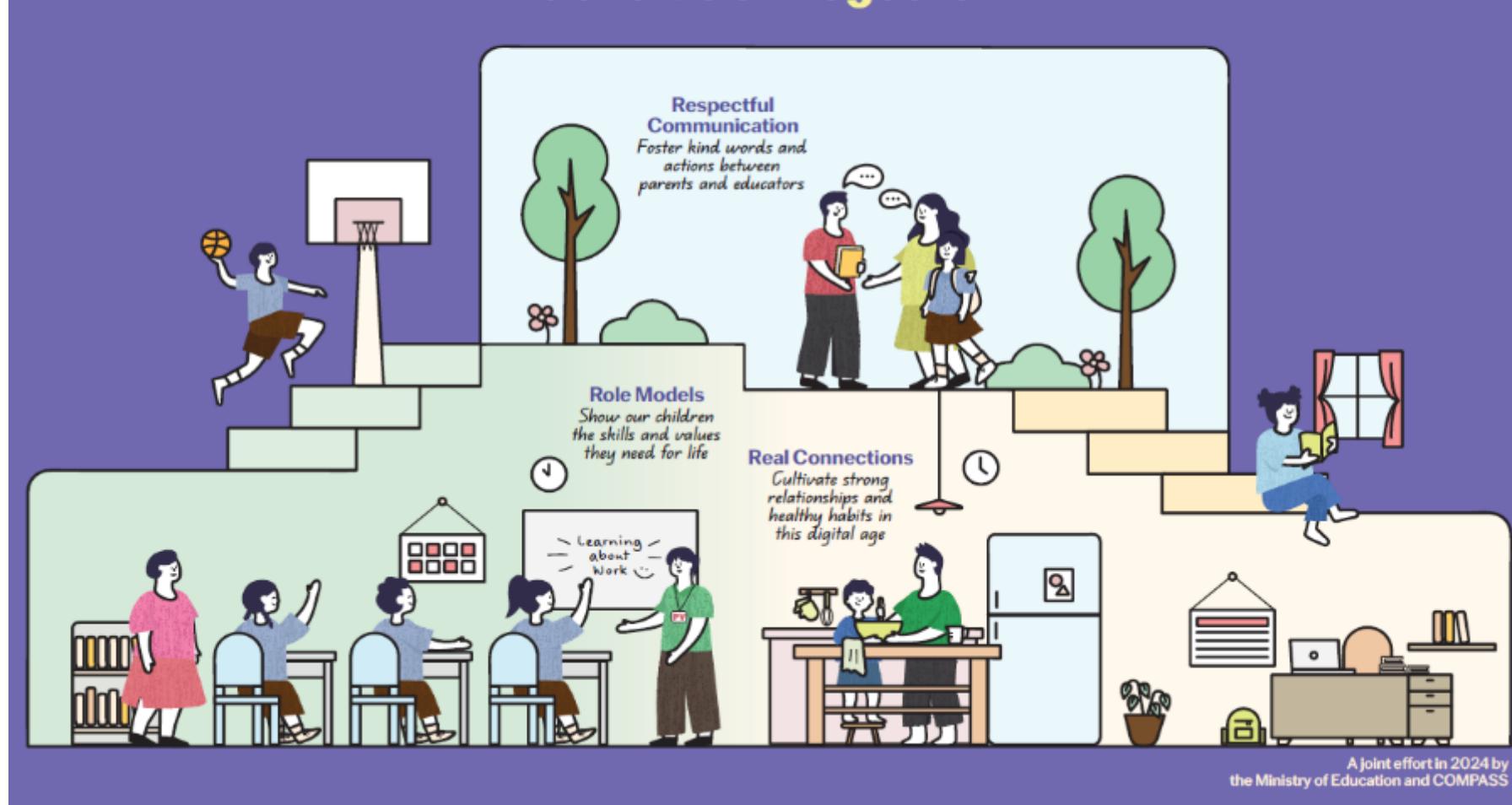
The updated guidelines are part of a new national health strategy to encourage children and adolescents to adopt healthier lifestyles.¹ ST

PHOTO: NG SOR LUAN

**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



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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.



<https://go.gov.sg/2025psgregistration>



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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

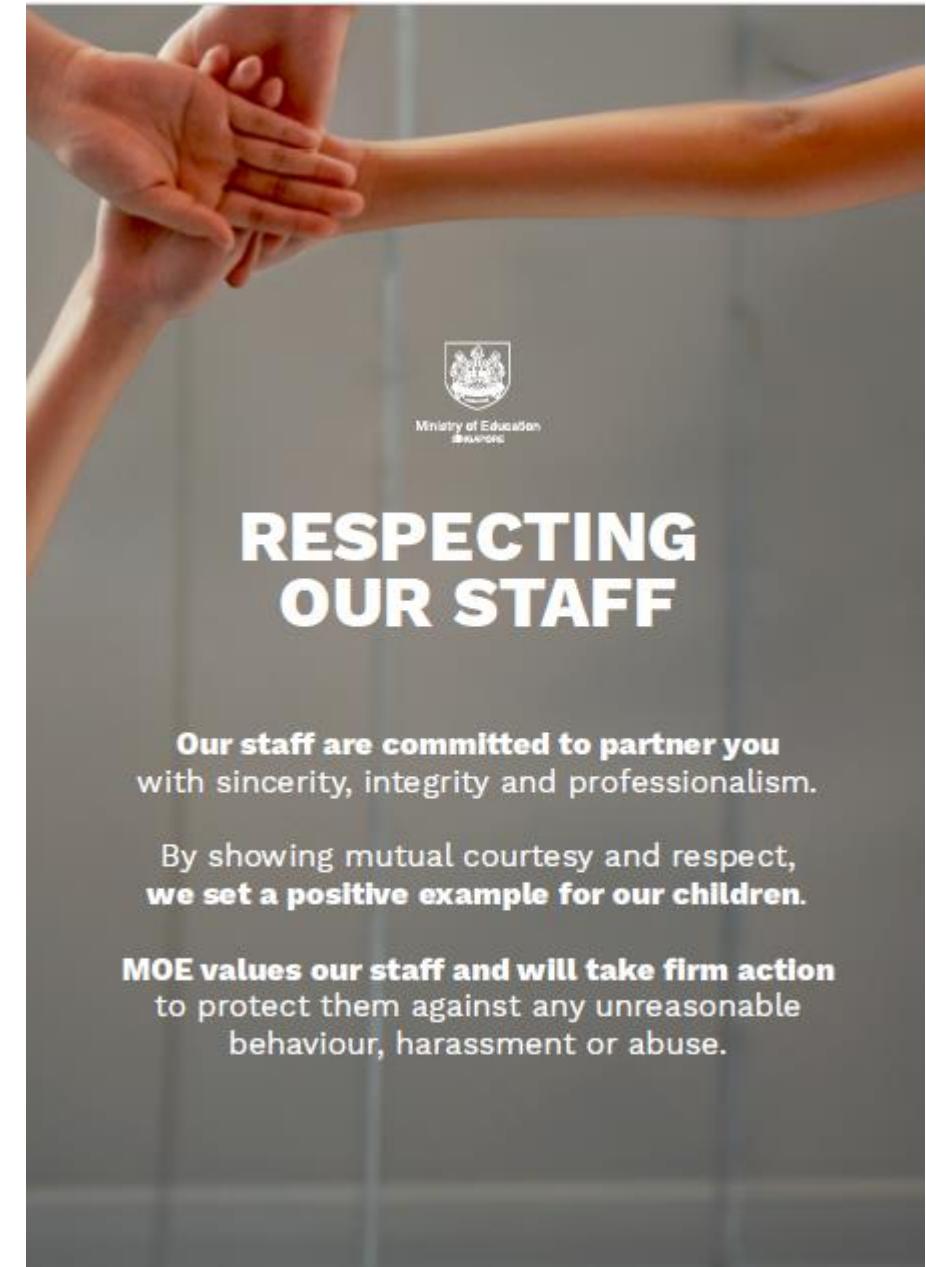


Respect each other's time by communicating during working hours



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

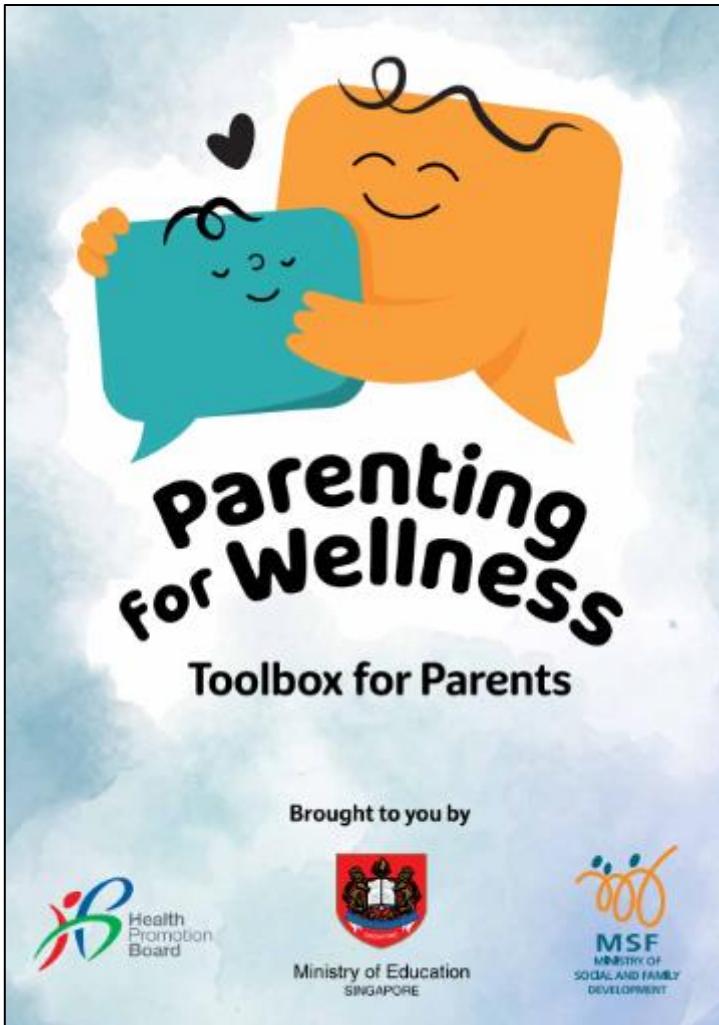
The image shows two pages from the Parenting for Wellness Toolbox. The left page, titled 'Building Relationships', is titled 'Helping Your Child Build Healthy Relationships' and includes sections on 'Things You Can Do' and 'Things You Can Say'. It features illustrations of a family and a group of children. The right page, titled 'Navigating the Digital Age', is titled 'Helping Your Child Thrive in the Online Space' and also includes sections on 'Things You Can Do' and 'Things You Can Say', with illustrations related to digital interaction.



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



Latest Resource: Parenting for Wellness Toolbox



Building Relationships
Helping Your Child Build Healthy Relationships
Page 20

Building Relationships
Helping Your Child Develop Good Daily Habits
Page 15

Things You Can Do

- After your child when they engage in good daily habits. Role model these habits yourself too.
- Use a planner to keep track of daily activities.
- During hectic periods, encourage your child to set aside time for rest and relaxation.

4 important areas in our lives in which to build healthy daily habits:

- Nutrition**
Have a balanced diet of nutritious food.
 - Teaching your child in preparing nutritious meals can make them more willing to eat healthy.
 - Limit the intake of sugar-sweetened beverages. Opt for water as a better beverage or choose beverages that are lower in sugar.
 - What are the main nutrient requirements that we often fail to eat fast food?
- Exercise**
Have an average of 1 hour of physical activity per day across a week, at moderate or vigorous intensity.
 - This can be as simple as walking home instead of driving there.
 - What kind of exercise do you enjoy? How can we make it a habit?
- Sleep**
Have a regular sleep routine and healthy pre-sleep rituals.
 - Avoid screens one to two hours before bed.
 - If your child has difficulty falling asleep due to over-excitement, they can try a non-stimulating activity like breathing or stretching.
 - What should we do or not do before bed?
- Digital**
Have a healthy balance of age-appropriate screen use and offline activities that are important for your child's development.
 - When deciding how much screen time is appropriate for your child, consider their age and needs to strike a healthy balance. Children aged 1-2 should have consistent screen times.
 - Have regular conversations with your child to better understand what they do online. If it's school work or are they engaging in non-school activities?
 - Discuss and develop a timetable with your child to regulate the time spent on digital devices. Place conditions like screen time limits and limit screen use as agreed with your child.
 - What do you think is a reasonable amount of time to spend on your phone for leisure?

Read the Singapore Physical Activity Guidelines published by Sport, Singapore and Health Promotion Board (HPB) for preschoolers, school children, and youths (pages 17-20).

For more tips and resources, visit [HealthHub](#).
[GO.gov.sg](#)

An initiative to empower parents with key knowledge and skills to build strong parent-child relationships, strengthen their children's mental well-being and resilience, and parent effectively in the digital age.

The Toolbox for Parents **comprises bite-sized practical tips and strategies for parents**, such as ways to create a safe and nurturing home environment, build resilience in children, and stay safe online.

60



How can parents help their child develop good digital habits?

- As parents/guardians, you play a significant role in helping your child establish healthy digital habits, and learn to use technology in a positive and meaningful way.
- Here are some ways:
 - Role model good digital habits** for your child/ward (e.g. parents/guardians not using devices during mealtimes).
 - Have regular conversations with your child** to better understand what they do online, how to stay safe and how to use technology in a responsible manner.
 - Discuss and develop a timetable with your child** to moderate their time spent on screens.
- 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

Helping Your Child Manage Device Use & Stay Safe Online



Develop a Family Screen Use Plan

- A family screen use plan consists of screen use rules, their consequences and screen-free activities that the family can engage in.
- As a family, create your screen use rules by discussing and agreeing on expectations of screen use and the consequences of breaking these rules clearly.

Your screen use rules can include:

- Device-free times and places
- Time limit for devices

- "What are some suggestions on when and where devices should not be used?"
- "What should we do if we break our agreement?"
- Decide as a family what screen-free activities you want to engage in, like going outdoors, playing sports or playing board games together.
- "What screen-free activities do you think we can do together?"
- Engaging your child in the process of creating screen use rules and inviting them to suggest activities to do together helps increase their ownership of the whole family screen use plan.
- "What do you think of our screen use rules?"

Role Model Behaviours and Have Open Conversations

- Be consistent in role modelling positive screen use behaviours and habits.
- Engage your child in open conversations about their online activities, how to navigate the online space and its associated challenges. 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?"



you've got this!

© 2024 Government of Republic of Singapore. Part of these resources were adapted from the Parenting Strategies Program (<http://www.parentingstrategies.sg>) and the Partnership Preventing (PP) Program in Australia in consultation with the Project Lead, Professor Marie Yip from Monash University. Use of the material is from the PP Program is governed by the terms of the Creative Commons Attribution-ShareAlike 4.0 International License, found at <https://creativecommons.org/licenses/by-sa/4.0/>. Your attention is drawn to Section 5 of the terms of the said license.

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	<ul style="list-style-type: none">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	<ul style="list-style-type: none">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	<ul style="list-style-type: none">Have regular conversations to better understand what your child does online.<ul style="list-style-type: none">Is it school work or are they engaging in recreational activities?For example:<ul style="list-style-type: none">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.

Additional Resources:



Parenting for Wellness



For more bite-sized resources (practical tips and strategies) on building strong parent-child relationships, supporting your child's mental well-being and parenting in the digital age, scan the QR code above to download a copy of the **Parenting for Wellness Toolbox for Parents**.

Keep a lookout for the **Parenting for Wellness website** that will be rolled out in 2025 on Parent Hub (hosted by HPB) for personalised access to the full suite of parenting resources!

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.

MOE Social Media Platforms



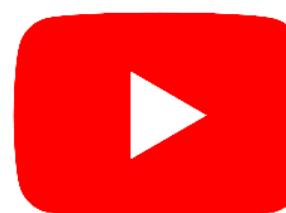
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