



# Becoming Caring and Enabling Parents (P3)





# Points to be shared



WB

Well-being Matters

T&L

AI in Teaching and  
Learning

R

Relationship matters

S

Sending the right  
signals  
about school





WB

**Well-being Matters**



## What is Mental Health?

Good mental health is more than 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.

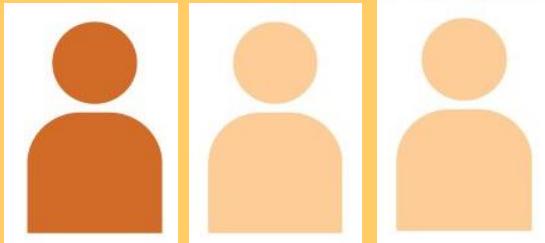
It is important to be aware of our children's mental health. Why?

# Did you know?

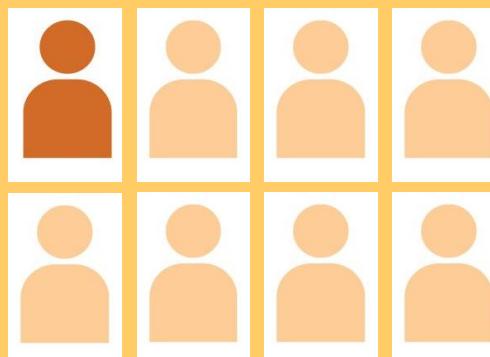


## Singapore Youth Epidemiology and Resilience Study (2023)\*

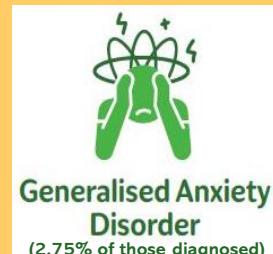
1 in 3 youths (37.2%) in Singapore, aged 10-18, experienced symptoms such as sadness, anxiety and loneliness<sup>+</sup>



1 in 8 youths (12%) had a current mental health condition



Common mental health conditions experienced by children and youth include:



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

- I. 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.
- II. 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.
- III. 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

In school,  
we teach  
them to:

## 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

# CHEER

**C**alm them down

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

**H**ear them out

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

**E**mpathise with them

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

**E**ncourage seeking help

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

**R**efer 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.

An example of a Family Time Activity taken from the P2 CCE Journal (P.12)



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: <hr/> <hr/>		

- 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



T&L

AI in Teaching & Learning

# What opportunities does AI present?

GenAI presents opportunities for learning:

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

# What are the potential risks of GenAI?

We recognise that GenAI might pose risks:

- May give inaccurate or biased answers
- May create tendency for over-reliance when overused
- May pose risks if personal information is shared

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. It blurs the line between fantasy and reality and makes it harder to distinguish good advice from bad advice.

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

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.<sup>1</sup>

# **Students will develop AI literacy throughout primary school**

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

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

1. AI use for learning must be age- and developmentally-appropriate.
  - Pri 1 to 3 students will mainly engage in hands-on experiences, with little or no direct use of AI tools.

2. There are safe and pedagogically sound AI tools available in the SLS.



Scan [QR code](#) to read more about SLS AI-enabled features!

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

The infographic illustrates three AI-enabled systems within the Singapore Student Learning Space (SLS):

- AI CAN MEANINGFULLY TRANSFORM TEACHING AND LEARNING**: Describes how AI drives adaptive learning pathways to enable students to learn at their own pace. It includes icons for Adaptive Learning System, Teaching and Learning Assistants, and Learning Feedback Assistants.
- GREATER CUSTOMISATION OF LEARNING**: Details how Adaptive Learning System (ALS) provides personalized learning pathways to enable students to learn at their own pace. It includes icons for ALS, Teaching and Learning Assistant (TLA), and Learning Feedback Assistant (LFA).
- PERSONALISED FEEDBACK FOR LEARNING**: Explains how Learning Feedback Assistants (LFAs) provide timely and targeted feedback across different subjects to help students identify and correct their mistakes. It includes icons for LFA and Data Assistant (DA).
- SUPPORTING TEACHERS' PROFESSIONAL PRACTICE**: Shows how teaching and learning assistants support teachers by automating routine tasks, analysing student performance data, and providing lesson design tools. It includes icons for Data Assistant (DA) and Data.

The National AI strategy announced in November 2019 outlined a plan for Singapore to become a global leader in AI. The SLS is one of the key initiatives under the National AI Strategy. The SLS is part of the Ministry of Education's (MOE) Education Sector Transformation Plan, which guides the development of these AI solutions for learning.

# Age-appropriate guidance on AI use

## 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

## Cyberwellness matters in School

Our curriculum aims to 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.



R

## The Crucial Role of Parents

# How can you support your child?

**LOOK** out for these signs which indicate your child may need help to cope:



Scan the QR Code to read more about stress vs distress in the Parenting for Wellness toolbox. The full toolbox is available at the end of the presentation.

An illustration of three children sitting on a red bench against a light blue background. One child in a red shirt is looking down with their head in their hands, appearing distressed. The other two children are looking towards the distressed child. Above the children, the text 'ARE YOU FEELING TOO MUCH STRESS?' is written in large, bold, grey letters.

## We can **Look** out for:

- L**oss of interest in hobbies
- O**verly tired, sad, worried or upset
- O**ften posting moody messages or talking about hurting yourself
- K**eeping away from people you are usually close to, or being quieter than usual

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

3 areas where we can work together to foster SHP



# Respectful Communication

*Open, respectful conversations between educators and parents deepen our understanding of each child, enable a coordinated & holistic support for the child and model healthy communication for our students.*



Share observations about your child's emotional state, stress levels, and social interactions



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



Communicate kindly and respectfully with one another



# Role Models

*Model the skills and values our children need for their mental well-being*



Demonstrate healthy ways to manage stress, setbacks and difficult emotions



Show children it is okay to ask for help when struggling



Model self-care



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

# Role Models

*As parents/guardians, you play a significant role in helping your child establish healthy digital habits, and learn to use technology in a positive and meaningful way.*



**Role model healthy use of devices and social media and good online behaviour for your child/ward**

- E.g. parents/guardians not using devices during mealtimes, respectful online communication



**Role modelling respectful conversations –**

- Parents are in the best position to role model these skills through daily interactions with your child.
- **Listen to understand**, instead of listening to give advice and offer solutions.



# Cyberwellness matters at Home

- Set ground rules and expectations for internet use.
- Be aware of what your child is doing online.
- Navigate the internet together to understand their usage.
- Model good digital habits for your child.
- Activate parental controls on your home devices.

# Real Connections

*Building strong bonds and genuine connections helps nurture a sense of belonging and emotional safety, supporting mental well-being of your child*

Build strong bonds through shared experiences and meaningful conversations

Teach children to recognise and communicate their emotions effectively

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



# 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 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.



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

- **Discuss and develop a timetable** with your child to moderate their time spent on screens.
- **Parental control settings** can be used to monitor and limit screen time as agreed with the child.



# The Value of Accountability

Kids who never have any accountability for their actions will continue through life thinking nothing is their fault and everything is owed to them.





R  
**Relationship Matters**

## Being a Caring and Enabling Parent

Is it alright for your child to make mistakes, learn from it and face the consequences?

When he / she does, it is an opportunity for you to teach him / her values and coping strategies?

Is he / she allowed to solve his / her problems, with you as a guide, before you jump in to solve them?

## Being a Caring and Enabling Parent

You may be less of their hero and more of a friend to share with and an advisor / counsellor.

Do you spend time to interact with your child on a daily basis on matters beyond his/her basic needs?

Transition from P2 to P3 is a smaller transition than that from Kindergarten to Pri but it is still a transition.

## Being a Caring and Enabling Parent

Friends are beginning to become more important to your child.

In terms of:

- What they have
- What they are allowed to do
- How they spend their free time

The time you spend with your child is important. Not doing so means that he/she will look more to friends as your child explores boundaries.

## Being a Caring and Enabling Parent

Some are still  
intimidated by their  
peers.

How do you help them to build a  
healthy self-image and not over-  
react?

**IT IS NOT WHAT YOU DO  
FOR YOUR CHILDREN,  
*but what you have taught  
them to do for themselves*  
THAT WILL MAKE THEM  
SUCCESSFUL HUMAN BEINGS.**

- ANN LANDERS



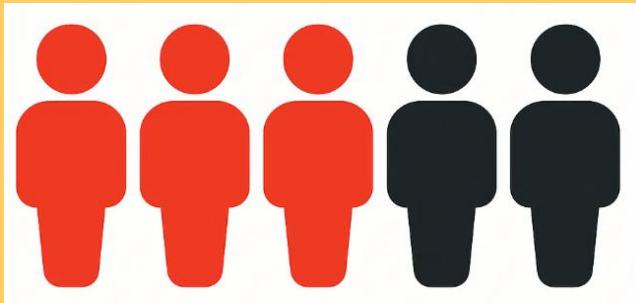
S

**Sending the right signals  
about school**

## Did you know?

About **3 in 5** of our Primary 5 & 6 students indicated the following in the Termly Check-in Survey:

*“I feel stressed about my studies because my parents will be disappointed if I don’t do well.”*

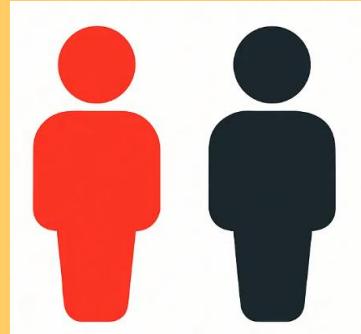


**3 in 5** worry about disappointing  
their parents

## Did you know?

**1 in 2** of our Primary 5 & 6 students indicated the following in the Termly Check-in Survey:

*“I feel stressed about my studies because I expect myself to do very well.”*



**1 in 2** have high self-expectations for their academic results



# **Weighted Assessments and Year-End Examinations**

Supporting your child's first steps  
into formal assessment.



## 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

# Sending the right signals about school

Expectations from P3 – P6

- Science in P3
- First formal exam in P3
- More demanding components in all subjects
- More after-school activities (CCA, Leadership, after-school support)

## Sending the right signals about school

A strong foundation  
in subjects paves the  
way to tackle more  
difficult work in P4 –  
P6

Most of our Shuquites are capable  
of scoring Band 1 and Band 2 at the  
year-end exams with the appropriate  
guidance, support and affirmation  
from home and school.



## 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.



## Supporting your child

### Tips on how you can support your child

- 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 belief 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.

## Sending the right signals about school

What you consider  
important will be noted  
by your child.  
  
School needs to be  
important for your child.

Right signals to send:  
No late-coming  
No unnecessary absences  
No excuses about  
homework

## Being a Caring and Enabling Parent

Your child should be clear of school routines and subject expectations by now.

He / she has to learn to cope with more – Science, CCA, After-school lessons, HMT for selected students.

You can help to stay accountable by knowing what is happening in school and checking in on your child.

## Being a Caring and Enabling Parent

Establish a routine at home even if you haven't done so.

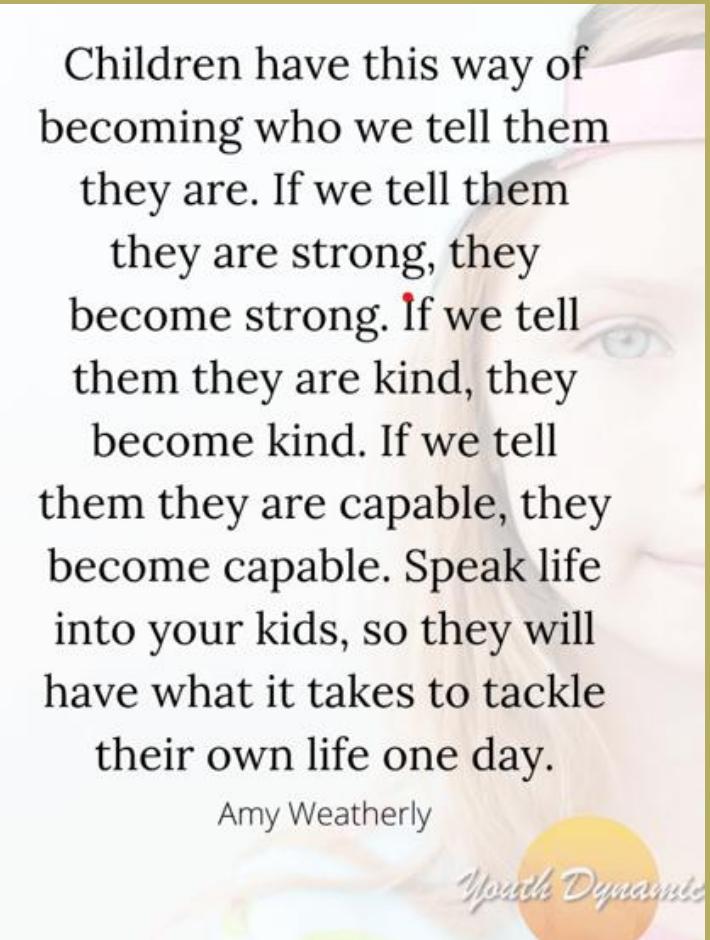
As your child is older, negotiate the expectations for him/her. His / her duty at this age is that of a student.

If you can coach your child, be the guide by the side but do not do the work for him/her.

## Being a Caring and Enabling Parent

Some of your children are beginning to display capabilities in CCA and Leadership. Help your child to cope by teaching him/her time management and prioritising skills.

As he/she grows in confidence, help him/her aim to deliver quality work.



Children have this way of becoming who we tell them they are. If we tell them they are strong, they become strong. If we tell them they are kind, they become kind. If we tell them they are capable, they become capable. Speak life into your kids, so they will have what it takes to tackle their own life one day.

Amy Weatherly

Youth Dynamic

# Compilation of Useful Resources

Parenting for Wellness Toolbox for Parents (condensed info)	<a href="http://go.gov.sg/pfw-toolbox-for-parents">go.gov.sg/pfw-toolbox-for-parents</a>
Parenting for Wellness Website (full content)	<a href="http://go.gov.sg/hpbpfw">go.gov.sg/hpbpfw</a>
MOE YouTube video on how parents can support the social-emotional learning of their children.	<a href="http://go.gov.sg/selhome">go.gov.sg/selhome</a>
MOE Parent Kit	<a href="https://www.moe.gov.sg/parentkit">https://www.moe.gov.sg/parentkit</a>
Schoolbag article “Next Stop, Primary School: Preparing the Child, and the Parent”	<a href="http://go.gov.sg/prepforprisch">go.gov.sg/prepforprisch</a>



# 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.

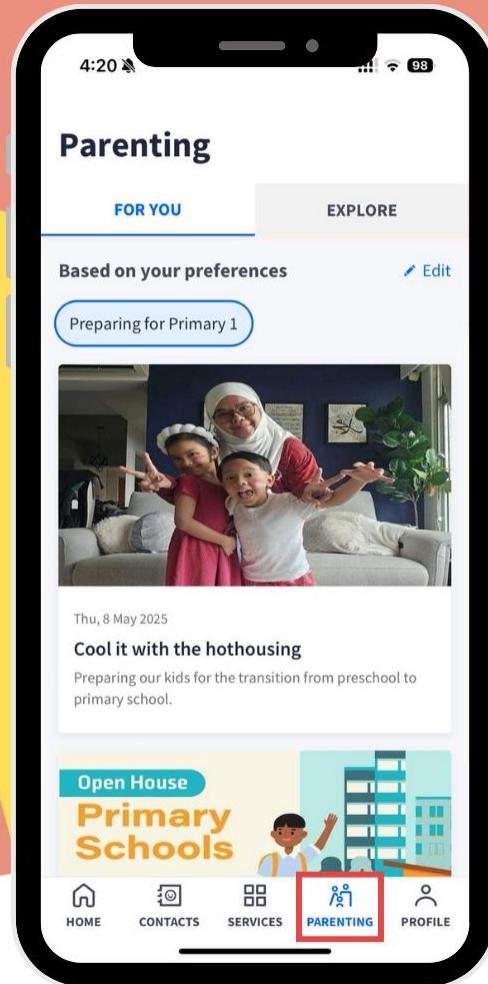




# Parenting Resources on Parents Gateway (PG)



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





Invest time in your child, send the  
right messages and together let  
us nurture a winner's mindset in  
your child!

**Please scan this QR code to provide us with  
your feedback.**



**Thank you!**