

2026 PRIMARY 5  
SCHOOL-PARENTS engagement &  
COMMUNICATION session  
(SPECS)

6 FEBRUARY 2026

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# Updates

***The relevant key slides will be uploaded into the website for easy reference by parents.***

***Note that there will be another session at the end of Term 2 for parents to have a one-on-one conversation with the CTs during the Grow With Me! Conversations***

***We have noted some of the queries/feedback provided via PG. If there are further queries/feedback, parents can submit via the feedback form at the end of the session***

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# Agenda

## SL Time

- ❖ Supporting your child towards success
- ❖ P5 and beyond
- ❖ Home-school partnership

## YH Time

## Workshop

## CT Time

Learn , grow , EXCEL TOGETHER



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# Supporting your child towards success

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# Well-being

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

**SUPPORTING YOUR CHILD TOWARDS SUCCESS**



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# Primary 5 and 6

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

## Managing Thoughts, Feelings & Behaviour

- Understanding mental health as part of overall health
- Developing healthy coping strategies for stress
- Embracing new learning opportunities
- Managing expectations

## Strengthening Sense of Self & Purpose

- Building strong sense of identity during developmental changes

## Building Healthy Habits to Maintain Well-being and Safety

- Learning how good habits contribute to personal growth and well-being

Look at the 'I Am, I Can, I Have' statements below and put a tick for those statements that apply to you.  
It is okay if you don't have many ticks. With time, you can work on them and build your resilience muscle!

I Am	I Can	I Have
<input type="checkbox"/> I am willing to learn from my mistakes.	<input type="checkbox"/> I can choose to think of challenges as new learning opportunities.	<input type="checkbox"/> I have people who encourage me.
<input type="checkbox"/> I am confident of my strengths and skills.	<input type="checkbox"/> I can find different ways to solve my problems.	<input type="checkbox"/> I have people I trust.
<input type="checkbox"/> I am respectful of others.	<input type="checkbox"/> I can find helpful ways to cope with my emotions.	<input type="checkbox"/> I have people who accept me for who I am.
<input type="checkbox"/> I am grateful for the people in my life.	<input type="checkbox"/> I can control my actions.	<input type="checkbox"/> I have people who care and help me when I need it.
<input type="checkbox"/> I am open-minded to different options and outcomes.	<input type="checkbox"/> I can use 'Stop-Think-Do'.	<input type="checkbox"/> I have someone whom I can talk to about my worries.
<input type="checkbox"/> I am curious about things around me.	<input type="checkbox"/> I can use calming down strategies when I need to.	<input type="checkbox"/> I have someone to show and guide me to do things.
<input type="checkbox"/> I am responsible for my actions.	<input type="checkbox"/> I can ask for help when I need it.	
<input type="checkbox"/> I am _____ _____ _____	<input type="checkbox"/> I can call/message Tinkle Friend if I need someone to talk to.	
	<input type="checkbox"/> I can _____ _____ _____	

Understand and Care for Myself 3

Taken from P5 CCE Journal P.3



Parents can build their child's resilience by regularly reminding the child of his or her identity, strengths, and support network.



If you observe that your child may be struggling or showing signs of needing more support, you may use **C.H.E.E.R** to guide your conversations and support your child.



<https://ps.gov.sg/cheer>

Scan the QR Code to read an example in the Parenting for Wellness toolkit, of how CHEER can be used. The full toolbox is available at the end of the presentation.



**C**alm them down



**H**ear them out



**E**mpathise with their feelings

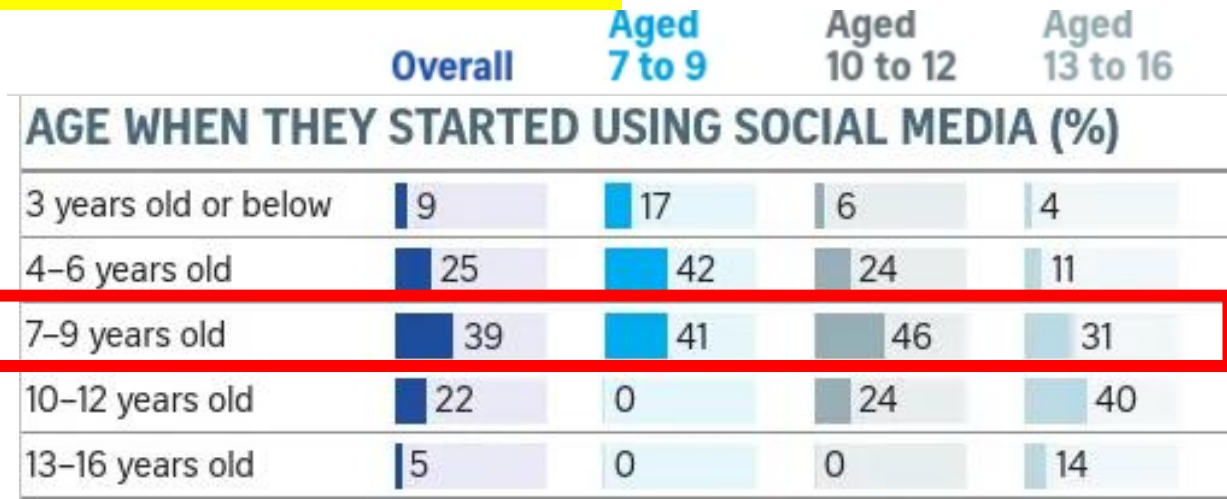


**E**ncourage them to seek help



**R**eassure them

# Cyber-wellness



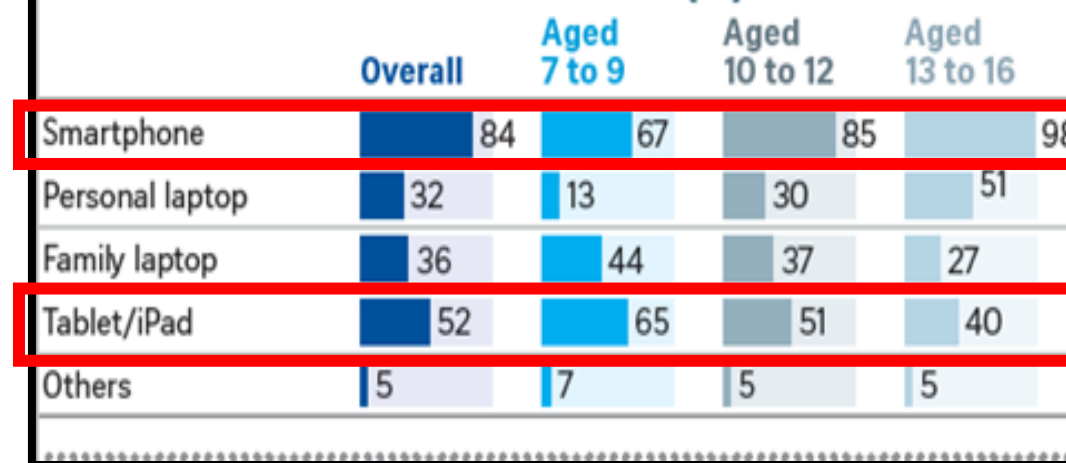
CURRENT REALITY

**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 (%)





# Primary 5 and 6

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

## Be a positive peer influence online and manage digital footprints

- Speak up and stand for what is right regardless of peer pressure
- Seeking help from trusted adults/sources when needed
- Awareness of permanence of online data and review privacy settings

## Importance of cybersecurity

- Protect oneself from phishing, spam, scams and hacking

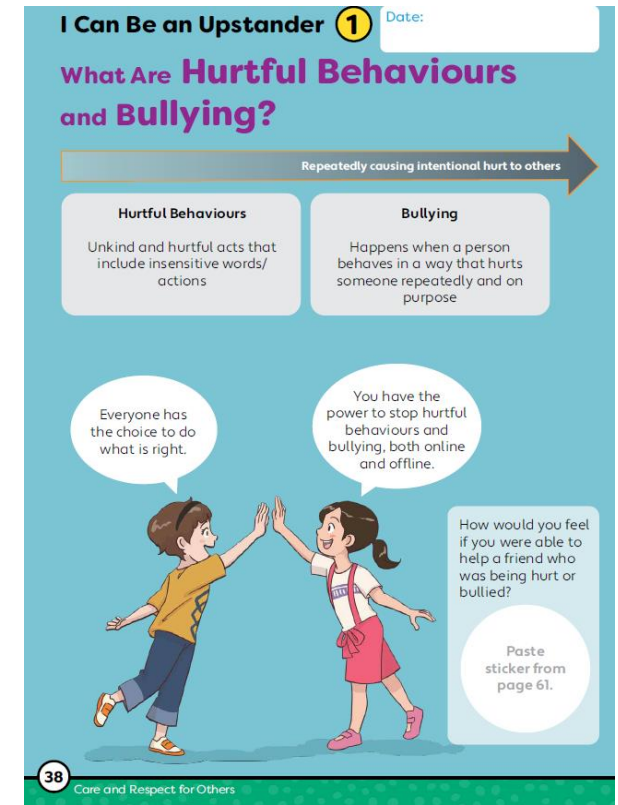
## How to verify online falsehoods

- Use S.U.R.E.\* to verify information online

## Staying Safe from Pornography

- Understand the impact of pornography on themselves and others
- Reject pornographic content using the 'Stop-Think-Do' strategy.
- Know that keeping, selling, sharing or forwarding pornographic materials is an offence

*S.U.R.E. stands for **S**ource, **U**nderstand, **R**esearch, **E**valuate.  
It is part of National Library Board's Information Literacy Programme.*



Encourage our children to share their experiences as they navigate friendships.

## How can I help to guide my child to be an upstander?

If your child is involved in a cyberbullying incident as a bystander, **help them feel safe and supported**.

Remind your child **not to like, share, record or repost** the online message or media.

Guide your child to take on **upstanding behaviours** by:

- asking your child whether they want you to listen, to help with more ideas about what to do / how to support the victim or to help them to report the incident.
- letting your child know that it is okay if they don't feel safe or confident to stand up to bullying.



If you come to know that the hurtful behaviour continues, please approach the school and continue to support your child.



# 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**' – <sup>1</sup>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

# Use of AI and EdTech in T&L

## 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.<sup>2</sup>**

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# Use of AI and EdTech in T&L

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



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

1. AI use for teaching and learning must be **age-and developmentally-appropriate**.
  - **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.

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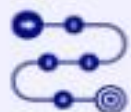


# AI CAN MEANINGFULLY TRANSFORM TEACHING AND LEARNING



MOE harnesses Artificial Intelligence (AI) as a strategy<sup>1</sup> to achieve the desired student outcomes, empowering self-directed learning and customising students' learning experiences.

Three AI-enabled systems are now available on the Student Learning Space (SLS):



**Adaptive Learning System**



**Teaching and Learning Assistants**



**Learning Feedback Assistants**

FIND OUT MORE ABOUT THEM ON THE NEXT PAGE >>>

## GREATER CUSTOMISATION OF LEARNING

- **Adaptive Learning System (ALS)** provides personalised learning pathways to enable students to learn at their own pace.
- **Teaching and Learning Assistants**, such as the **Learning Assistant (LEA)** guides students self-directed learning through dialogue and iterative questioning based on curated learning materials in its knowledge base.

I can correct my own errors... click to hear more!

## PERSONALISED FEEDBACK FOR LEARNING

**Learning Feedback Assistants (LFAs)** provide timely and targeted feedback across different subjects, helping students identify and correct their mistakes. They support the development of writing and oracy skills, content understanding, as well as problem-solving skills, while enabling teachers to focus on guiding students in deeper learning.

ALS helps me learn at my own pace... click to hear more!

## CLASS PROGRESS



## SUPPORTING TEACHERS' PROFESSIONAL PRACTICE

**Teaching and Learning Assistants** support teachers by automating routine tasks, analysing student responses, and enhancing lesson design. Tools like **Authoring Copilot (ACP)** help teachers generate lesson ideas and activities, while **Data Assistant (DAT)** allows teacher to quickly analyse students' open-ended responses to enable timely and targeted interventions. These tools enable teachers to focus on designing more effective and personalised learning experiences.





# P5 and beyond

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# PSLE Scoring System (since 2021)

## AL scores for subjects taken at Standard Level

Grades for Foundation subjects	Foundation raw mark range	Equivalent Standard level AL
A	75-100	6
B	30-74	7
C	<30	8

AL	Raw mark range
1	$\geq 90$
2	85-89
3	80-84
4	75-79
5	65-74
6	45-64
7	20-44
8	<20

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# Full Subject-based Banding at Secondary level

PSLE Score	Posting Group	Subject level for most subjects
4-20	3	G3
21 and 22	2 or 3	G2 or G3
23 and 24	2	G2
25	1 or 2	G1 or G2
26 - 30 (with AL 7 in EL and MA)	1	G1

Infographic: Rafa Estrada

Source: Ministry of Education, Feb 28, 2023



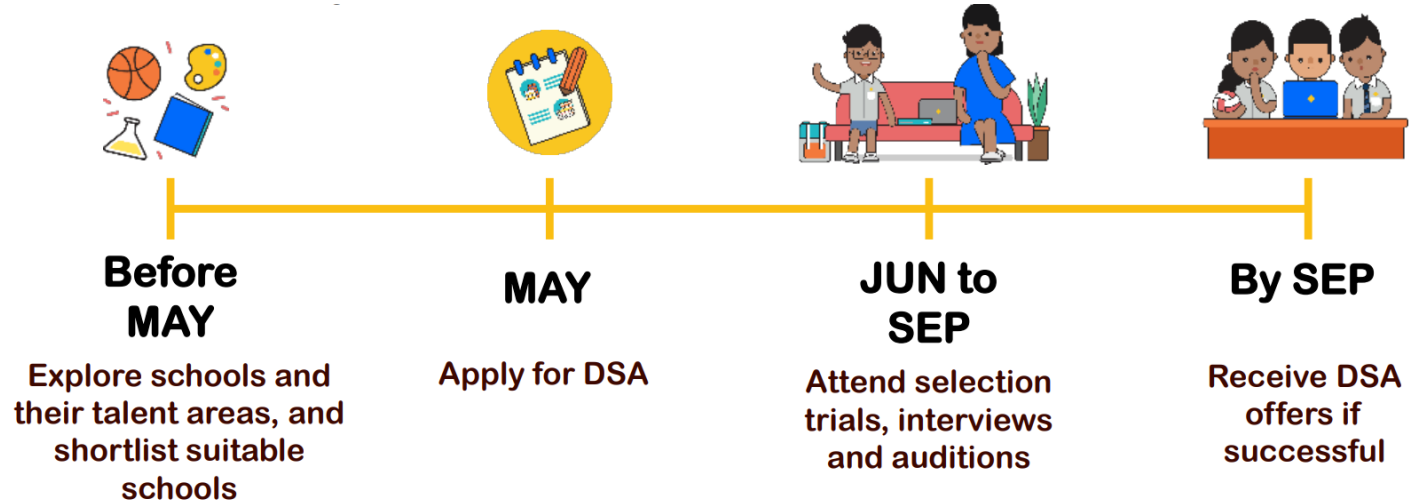
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# Direct School Admission – Secondary (DSA – Sec)

P6 students can apply for DSA-Sec based on a wide-range of talents, including:

- Sports and games
- Visual, literary and performing arts
- Debate and public speaking
- Science, mathematics and engineering
- Languages and humanities
- Uniformed groups
- Leadership



SCAN ME

DSA allows students to **seek admission to a secondary school of their choice** on the **basis of talents and achievements** that may not be demonstrated at the Primary School Leaving Examination (PSLE).



# Home-school Partnership

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## Understanding your child's changes

### Physical changes impact emotions

- Children may experience **anxiety or confusion** about their physical changes
- Hormonal shifts often lead to **mood fluctuations and increased sensitivity**
- Increased **self-esteem challenges** arising from concerns about physical appearance and social acceptance



### Be a safe harbour during these stormy years

- Create **safe spaces** for conversations
- **Keep communication channels** open at all times
- **Validate** their feelings without dismissing them
- Be **patient and understanding** with their mood fluctuations and heightened sensitivity



## Supporting your child's well-being

Singapore students rank top in maths, science and reading in OECD study



## Insightful findings

- Close to nine in 10 of students reported that they eat their main meal with their parents at least once a week.
- However, only about half said their parents take an interest in what they are learning at least once a week, lower than the OECD average of 66 per cent.
- And just 47 per cent said their parents ask them at least once a week about any problems they might have at school, compared with the OECD average of 57 per cent.

Learn , grow , excel together



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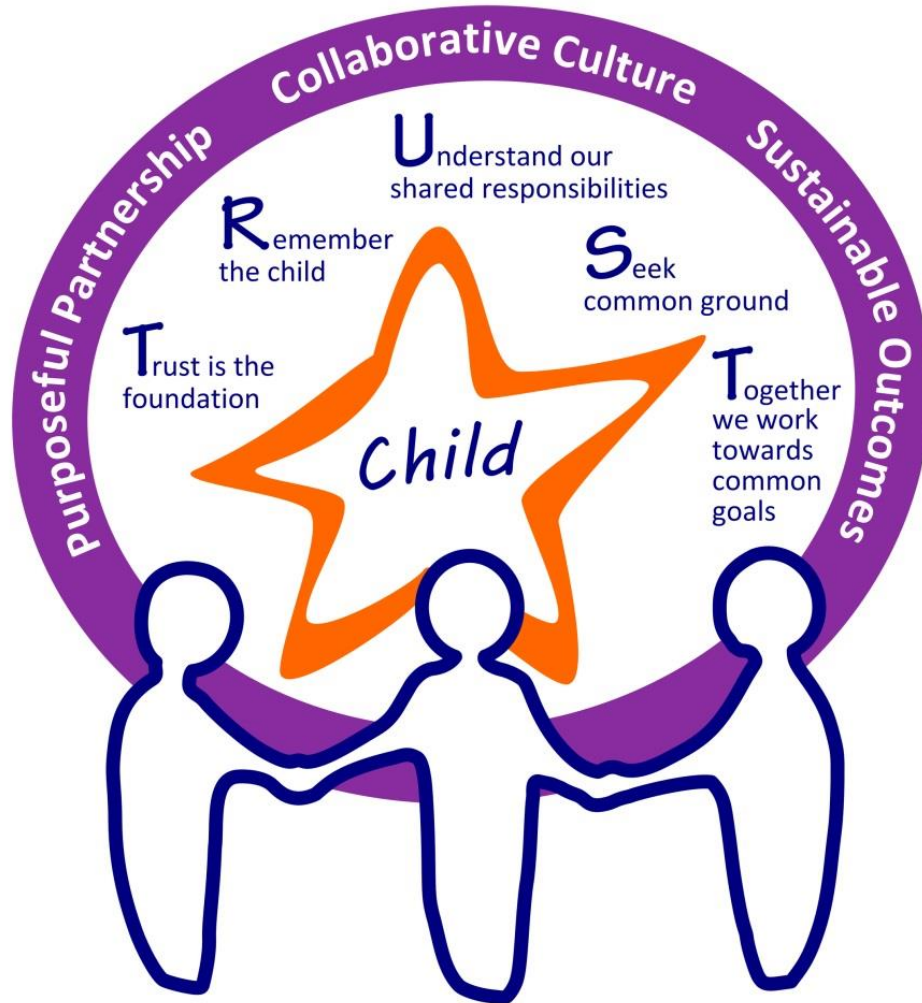
# Year Head Segment

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# Home School Partnership



MOE Home-School-  
Community Partnerships

**Building on Trust,  
Partnering as One**



# Vaping: Key Facts

Vaping is **harmful** to health

- Vapes contain **toxic substances and nicotine**, which is highly addictive.
- Vapes with Etomidate pose **serious harms to users**. Effects include:
  - **Serious psychiatric effects** like suicidal behaviour
  - **Physical effects** such as confusion, loss of consciousness, uncontrolled movements
  - **Disruption of vital body functions**, for example, irregular heart rhythms, abnormal blood pressure, breathing difficulties, and hormone imbalances that can be **fatal** in severe cases.

For more information and resources:

<https://www.gov.sg/stopvaping/>

THE STRAITS TIMES

Log in Menu

Lung damage, poor brain development, addiction: What vaping does to the body

Sign up now: Get ST's newsletters delivered to your inbox



To young people, vapes, e-cigarettes, dab pens, pod-mods, and vaporisers are easy to hide, making it simple for them to be used undetected.  
PHOTO: ST FILE



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# Role Of Parents

## What can parents do to help?

- Have open conversations with your child about vaping.
  - Be **Casual**: You can bring up the topic casually, like if you and your child see vaping content on social media, a vape report on the news, or someone vaping.
  - Be **Curious**: Ask your child what they know or think about vaping. You might be surprised by how much they already know. Thank them for sharing their thoughts and foster an open dialogue.
  - Be **Candid**: Then, share your own feelings about vaping in a simple and open way. For example, you could say, "When I see people vaping, I worry about their health. Vaping has a lot of health risks and it's not worth it. I want to help you figure out what to do if someone offers you a vape."

Additional Resources for Parents	Attachments
Parent's Guide on Vaping (Families for Life)	<a href="https://file.go.gov.sg/parents-guide-vaping.pdf">https://file.go.gov.sg/parents-guide-vaping.pdf</a>



# What are hurtful behaviours and bullying?

In Singapore, local studies show that verbal/social bullying forms the bulk of the types of bullying experienced in schools and they often start as 'harmless teasing' or leaving someone out but escalate into bullying.



Hence, **we need to take a serious view of all forms of hurtful behaviours and bullying**, starting from once-off insensitive remarks before they become normalised or escalated.

## Hurtful behaviours

Unkind and hurtful acts that include insensitive words/actions, even physical violence.

## Bullying

Happens when a person behaves in a way that hurts someone **repeatedly and on purpose**





# Examples of Hurtful Behaviours

## Physical

Hitting someone or damaging someone's belongings, tends to occur alongside other forms of hurtful behaviours. It can extend from offline to online platforms, amplifying its visibility.

## Social

Leaving someone out of a group or things on purpose.

## Verbal

Name-calling, spreading rumours or making threats.

*Multiple forms could be experienced by the same student at the same time or sequentially.*

## Cyber

Occurs when online technology (e.g. mobile phones, computers or social media) is used as a means to hurt or upset someone on purpose and repeatedly (through sharing and/or resurfacing a post).

*Some common forms of cyber bullying include flaming, harassment, cyber stalking, denigration, impersonation, exclusion, trickery and doxxing.*



# Our Firm Stance on Hurtful Behaviours and Bullying

Any form of hurtful behaviour is **wrong** and **unacceptable**.  
We will take action when informed of such cases.

- We will focus on developing a **caring and enabling school environment** by:
  - Strengthening our students' **character and resilience** through CCE lessons and student development experiences, helping them learn relevant social and emotional skills such as empathy, emotion regulation, friendship building
  - Developing **peer support culture** among students
  - Helping our students learn how to support their peers with peer bonding, helping and influencing skills; building positive peer relationships
  - Fostering **positive teacher-student relationships**
  - Conducting **regular professional learning** for school staff
  - **Equipping teachers to create positive class culture through role-modelling and effective management of hurtful behaviours and bullying incidents**



# Role Of Parents

## What our students would like their parents to know (From FGDs)

"We see you as our **trusted adult** - someone we can turn to for **emotional support and advice**."



"We need **space** to handle **everyday conflicts ourselves** - it helps us build problem-solving skills."

"We want you to **partner** our teachers, working together with them to tackle bullying effectively."

"We value your **guidance**, but we'd like you to **step in directly only when things get really serious**."



# What can parents do when their child encounters a bullying incident?



## If your child is bullied

**Remain calm** to assess the situation and provide emotional support to your child.

Have a conversation with them using **C.H.E.E.R.** as a guide to understand what they are experiencing.

- **C**alm them down. Speak in a gentle tone.
- **H**ear them out. Lend them a listening ear.
- **E**mpathise with and acknowledge their feelings.
- **E**ncourage them to seek help.
- **R**eassure them that you will always be there to support them and listen to their problems.



# What can parents do when their child encounters a bullying incident?

## If your child is the bully


Remain calm and try to find out more from them. You can:

- **Ask questions** to understand what happened.
- Let them know that bullying is unacceptable. **Encourage them to apologise sincerely and make amends** to repair relationships.
- **Monitor** their online activities (if relevant), e.g., their social media posts
- Reach out for **extra support from school**.





# What can parents do when their child encounters a bullying incident?



Telling an adult is helping, not tattling.

## If your child is a bystander

It is important for them to feel **safe** and **supported**. You can guide your child to take on **upstanding behaviours** and **look out for friends in need**.

- Ask your child whether they want you to **listen**, to **help with more ideas about what to do** or **help them to report the incident**.
- Remind your child **not to like, share, record or repost** the message or media if the act is surfaced online.
- Let your child know that **it is okay if they don't feel safe or confident to stand up to bullying**. Brainstorm with them on **ways they can support the victim**, e.g., go with another friend to report to the teacher.





# Addressing Queries from PG

***We have noted some of the queries/feedback provided via PG. If there are further queries/feedback, parents can submit via the feedback form at the end of the session***

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<b>Support for PSLE</b>	<i>Already covered inside the SL/YH slides</i>
<b>Holistic Development of Students</b>	<i>The school provides holistic development of students during curriculum and beyond curriculum hours covering Cognitive, Aesthetics, Leadership, Moral, Physical and Social-Emotional domains. Eg CCE lessons, Learning Journey, ALP on Coding, etc</i>



## Supporting EMS & MT Learning with Hands-on

*Learning at WSPS is anchored in hands-on learning experiences, using PLAY pedagogy, across all subjects. In Science, we use physical objects, tools and apparatus to develop scientific thinking and application. Mathematics involves manipulatives and real-world problem solving. English learning incorporates interactive activities and exploratory talk. Mother Tongue lessons feature cultural artefacts and experiential learning.*

*We have developed school-based resources beyond MOE materials, emphasising practical engagement.*

*As partners in your child's learning journey, you can support by sourcing educational kits, encouraging hands-on projects, and exploring the environment together. Most importantly, allow your child to explain their ideas and thinking to you across all subjects.*

<b>Communication on Homework</b>	<p><i>The teachers would update the students in class and through the Class Homework Board. Students will continue to record their homework in their student handbook as part of building their self responsibility, especially from P5 onwards.</i></p>
<b>Assessment Scheduling</b>	<p><i>The scheduling of WA1 was planned in accordance with the school's overall assessment calendar, taking into consideration curriculum coverage and alignment across levels. While we do encourage students to prepare ahead of time, we recognise that festive commitments and family gatherings during this period can make preparation more demanding.</i></p> <p><i>Please be assured that teachers have been mindful of this and have supported students through paced instruction, revision in class, and clear guidance on assessment requirements. We will also continue to monitor students' well-being closely and provide support where needed.</i></p>



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<b>Criteria for Class Allocations</b>	<i>Classes are allocated based on students' needs to ensure a better learning environment and enhanced educational experiences. This includes consideration of student dynamics and interpersonal relationships.</i>
<b>Strengthening Peer Support and Relationship/Inclusivity</b>	<i>The school will continue to strengthen Peer Support and Relationship (PSR) among students and educate students on how to better understand and support others who may need more support.</i>





**Healthy Eating (Selling of Fruits) :**

*We encourage students to eat healthily. During snack breaks, students are highly encouraged to bring portable fruits like apples, bananas, or grapes in their bags for healthy snack breaks. Our canteen vendor also does sell fruits, such as apple, orange, dragon fruits and papaya, daily.*

**Student Well-being for Recess**

*Currently , the student has sufficient time to eat and engage in recess play within the 30 minutes allocated for recess.*



# Compilation of Useful Resources

You can access all digital parenting resources by scanning this QR code!

These resources focus on:

- Managing Device Use
- Respectful Communication
- Role-modelling healthy habits
- Fostering Real Connections
- Unlocking their First Smartphone or Smartwatch
- Playing Online Games
- Accessing their First Social Media Accounts
- Cyberbullying
- Parenting for Wellness
- Positive Use Guide
- Grow Well SG



<https://go.gov.sg/cwresources-parent>

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THANK YOU FOR YOUR KIND ATTENTION



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