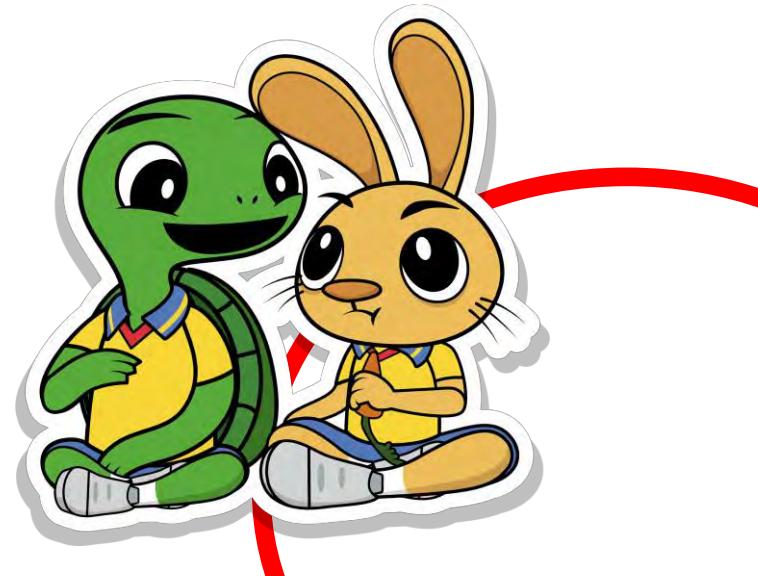




**P6**

# **Year Head Session**

**30 Jan 2026**



# P5 & P6 Year Head Team



Mrs Siti Ardah Hazry  
Year Head (P5/P6)

Email:  
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Mr Andrew Yeo  
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# **Presentation outline**

1. P6 Student Development Experiences
2. Key dates
3. School Assessment Weighting Plan
4. Key Info on PSLE Scoring and DSA
5. Partnering with Parents



# **Upper Primary Years: The Road to Graduation**

The Upper Primary years are crucial for our Primary 5 & 6 Admirals

- Personal Mastery
- Self-directed learners
- Empowered Leaders
- Lifelong friendships



# P6 Student Development Experiences

## Primary 6

1. Executive Functioning Workshop
2. LLP and ALP
3. Enhanced ECG & DSA
4. Post-PSLE Programmes
  - Transition to Secondary School workshop
  - Sec Sch promotional talks
  - AI For Fun
  - Sports Enrichment Programme
  - Junior Entrepreneur Programme





# Executive Functioning Workshop

## Ø S.M.A.R.T. Goal

- S.M.A.R.T. goals action plan
- S.M.A.R.T. goals tracking & adjustment

## Ø Learning Motivation

- Growth Mindset vs Fixed Mindset
- The Power of YET
- The Power of ELSE o Vision Boarding



# Learning for Life Programme (LLP): Performance Character is the ability to perform and reach higher standards



P1

P2

P3

P4

P5

P6

Character Trait

how a person is on the inside

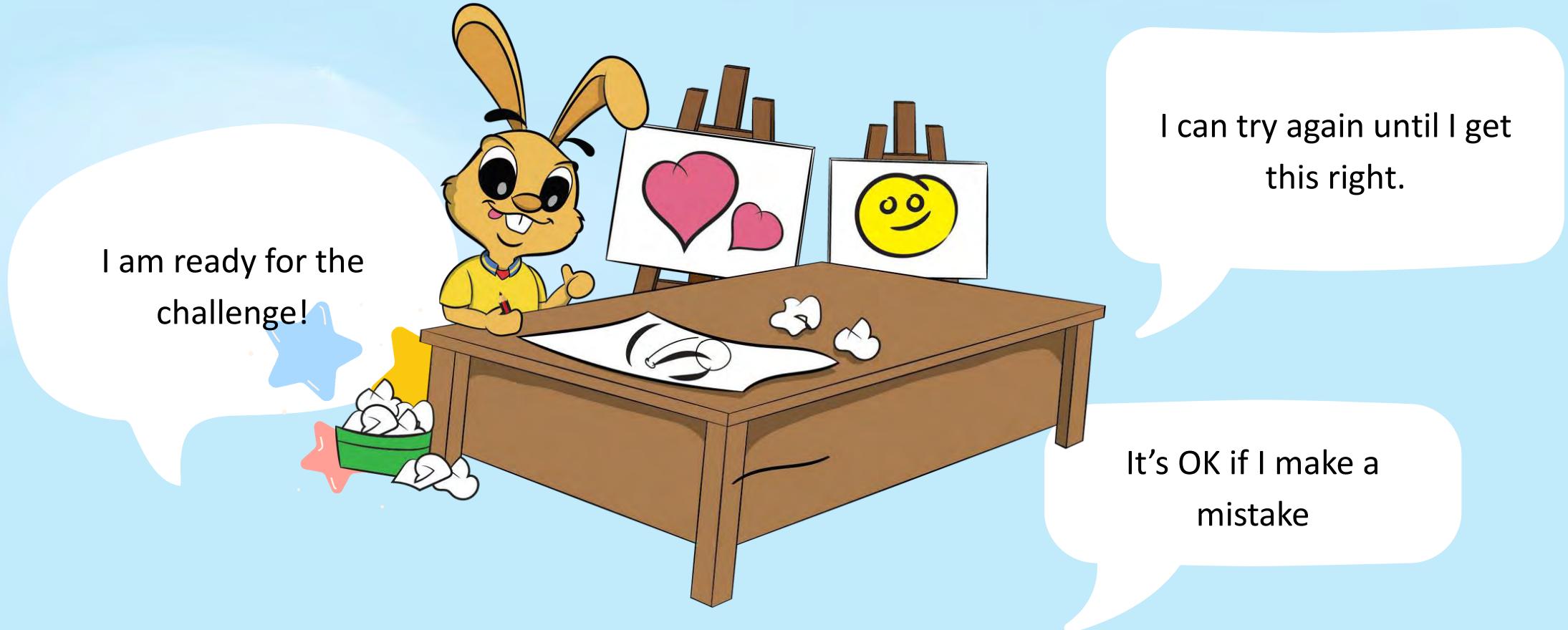


Character Skill

something I can learn and practice to get better at



# Growth Mindset



I am ready for the challenge!

I can try again until I get this right.

It's OK if I make a mistake

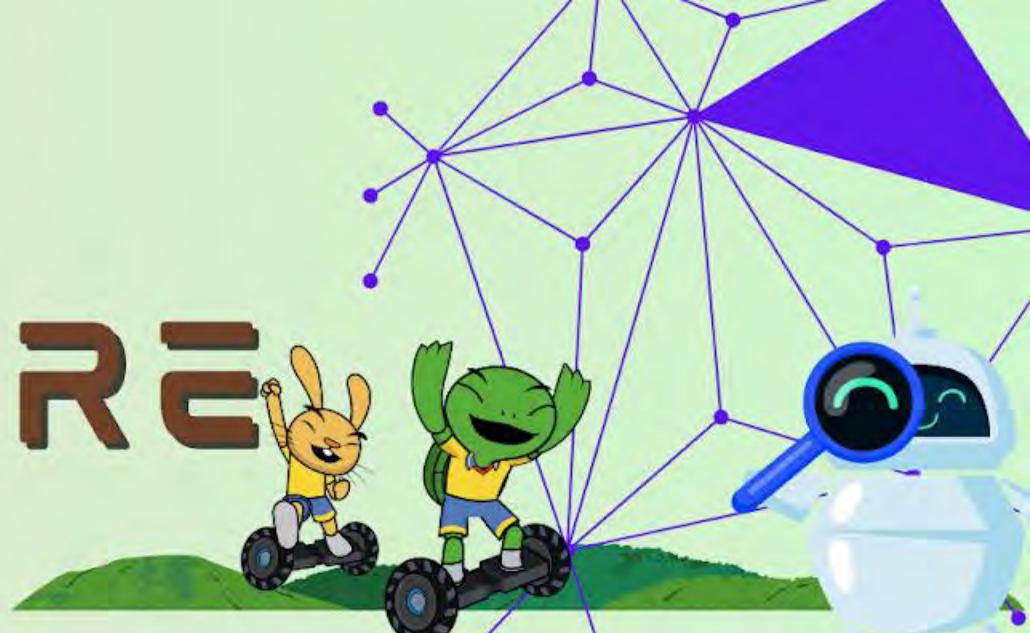
Growth Mindset is the belief that I can learn and grow.

It is made of the thoughts that you tell yourself.



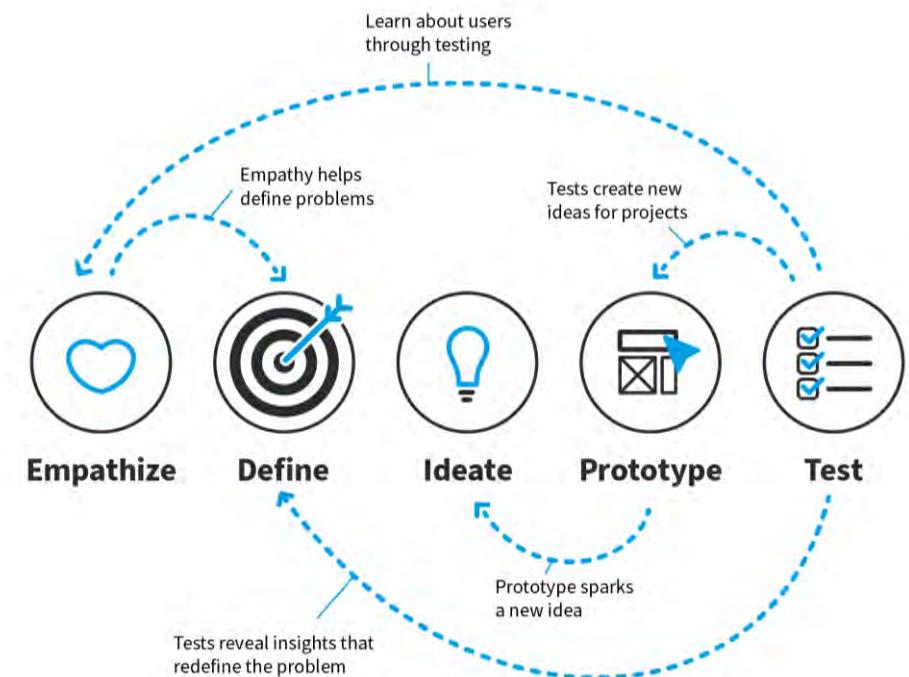
APPLIED LEARNING PROGRAMME

# Designing THE FUTURE



**Design thinking: Problem-solving approach centered on empathy and continuous improvements.**

Level	Focus
Primary 6	Improve an aspect of their classroom / school experience using simple ICT tools





Values-in-Action in ADPS

# Admirals Spreading SMILES!



- Values-in-Action [VIA] is a Key Student Development Experience (SDE)
- Builds social responsibility, ownership and initiative
- Admirals apply values, knowledge and skills in real-life contexts
- Admirals spread smiles through kind deeds
- Kindness starts in school and extends to the wider community
- Different levels will embark on different VIA projects

**SCHOOL-WIDE:  
Project Hongbao  
Collaboration with  
TTSB**

**LEVEL-BASED:  
JEP**

# 2026 Key Dates

Key dates	Primary 6
5 Feb – 4 Mar	P6 MT/FMT Oral WA 1 (5 Feb) P6 EL Paper 1 WA 1(25 Feb) P6 HMT Paper 2 WA1 (26 Feb) P6 SC/FSC WA1 (27 Feb) P6 MA/FMA WA1 (4 Mar)
14 Apr – 8 May	P6 EL Oral WA2 (14 & 16 Apr) P6 LJ to Sungei Buloh - 6ED, 6GA, 6GR (21 Apr) P6 LJ to Sungei Buloh – 6CH, 6CO, 6ET (24 Apr) P6 MT/FMT Paper 1 WA2 (29 Apr) P6 HMT Paper 1 WA2(30 Apr) P6 MA/FMA WA2 (6 May) P6 SC/FSC WA2 (8 May)
28 – 29 May	Parent-Teacher Meeting
June Holidays	P6 June hols supp classes (25-26 June)
21 July – 29 July	P6 MT/EL Prelim Oral (21, 23 July) P6 EL Prelim LC (28 July) P6 MT/FMT Prelim LC (29 July)
12-13 Aug	PSLE Oral

<b>Key dates</b>	<b>Primary 6</b>
17-29 Aug	P6 EL/FEL Prelim (17 Aug) P6 MA/FMA Prelim (18 Aug) P6 MT/FMT Prelim (19 Aug) P6 SC/FSC Prelim (20 Aug) P6 HMT Prelim (21 Aug)
Sep Holidays	P6 Sep hols supp classes (10-11 Sept)
15 Sep	PSLE Listening Comprehension
21 – 23 Sep	P6 Study Break / online consultations
24 Sep – 30 Sep	PSLE Written Exams (EL, MA, MTL, SC, HMT)
1 – 7 Oct	Start of P6 Post-PSLE Programmes
12 – 14 Oct	PSLE Marking Days
10 Nov	Results processing & Admin Day
17 Nov	P6 JEP Bazaar
18 Nov	P6 Alumni Recruitment Talk
20 Nov	Last day of School – Annual Speech and Prize Giving Day cum P6 Graduation

# P6 ASSESSMENT WEIGHTING PLAN

<b>Subject</b>	<b>Term 1 WA 1</b>	<b>Term 2 WA 2</b>	<b>Term 3 Prelim</b>
EL	15% (Paper 1 CW)	15% (Oral)	70% (All components)
MA/FMA	15% (Partial Paper)	15% (Partial Paper)	70% (Full Paper 1 & 2)
SC/FSC	15% (Partial Paper)	15% (Partial Paper)	70% (Full paper)
MT	15% (Oral)	15% (Paper 1)	70% (All components)
FMT		15% (Main Paper)	
HMT	15% (Paper 2)	15% (Paper 1)	70% (All components)

LC – Listening Comprehension

WA- Weighted Assessment

PA – Performance Assessment

CW – Continuous Writing



# Assessment Matters

admiraltpri.moe.edu.sg/general-information/assessment-matters/

Homework Policy

School Bag Policy

Unauthorized Electronic  
Device Policy

School Library Policy

Learning Devices Policy

MOE Financial Assistance  
Scheme

Student Care

School Canteen

School Vendors



## b) Cheating

Possession of any prohibited items or unauthorized notes during an assessment will be considered an act of cheating. Cheating is treated as a serious offense. Students found cheating or attempting to cheat in any manner may be disqualified from the assessment and awarded a **zero** mark for the paper in addition to other discipline consequences as determined by the school.

## c) Non-Disclosure of Assessment Content

Students are not allowed to share or disclose any questions or possible solutions with peers who have not sat for the assessment. This ensures fairness and integrity for all students taking the assessment. Failure to do so may be considered an act of cheating.

The detailed key assessment information can be found in this attachment:

[Key Assessment Information 2026](#)

## Assessment Details

[2026 Term 1 Weighted Assessment Details](#)



# Bringing Out The Best in Our Admirals

## Remedial lessons:

- Tuesday/Wednesday 2.15pm to 3pm & 3pm to 3.45pm (E/M/S rotation)
- Thursday 2.15pm to 3.15pm/3.30pm (MT/ HMT)
- Starts on Term 1 week 3, 19 Jan.

## PSLE Past Year papers (2023-2025):

- PG will be sent for payment
- \$1.60 per book





# Lesson Focus

ADMIRALTY PRIMARY SCHOOL  
KNOWLEDGE WITH HUMANITY

ABOUT US ▾ GENERAL INFORMATION ▾ DEPARTMENTS ▾ PROGRAMMES ▾ PARTNERSHIP ▾

HOME / GENERAL INFORMATION / LEVEL MATTERS

## Level Matters

**Level Matters**

---

Assessment Matters

Homework Policy

School Bag Policy

Unauthorized Electronic Device Policy

School Library Policy

Learning Devices Policy

MOE Financial Assistance Scheme

Student Care

School Canteen

[P3 Tamil Term 2](#)

[P3 Tamil Term 3](#)

[P3 Tamil Term 4](#)

[P4 Tamil Term 2](#)

[P4 Tamil Term 3](#)

[P4 Tamil Term 4](#)

**P5 and P6**

Subject	P5	P6
English	<a href="#"> P5 English</a>	<a href="#"> P6 - EL Lesson</a>
Maths	<a href="#"> P5 Math</a>	<a href="#"> P6 Math</a>
Science	<a href="#"> P5 Science</a>	<a href="#"> P6 Science</a>
Chinese	<a href="#"> P5 - CL Semester 1-2025</a>	<a href="#"> P6 - CL Semester 1-2025</a>
	<a href="#"> P5 - CL Semester 2-2025</a>	<a href="#"> P6 - CL Semester 1-2025</a>
	<a href="#"> P5 - HCL Semester 1-2025</a>	<a href="#"> P6-HCL Semester 1-2025</a>

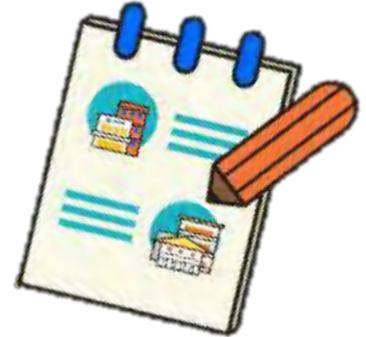
# Key Information



# PSLE Scoring



A useful checkpoint at the end of primary school



A fair way to determine secondary school posting

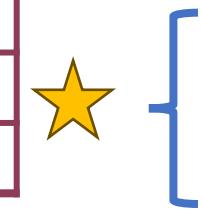
- Students with similar scores in each subject are grouped into scoring bands measured in 8 ALs.
- AL bands and mark ranges are set based on the learning objectives of the curriculum, and mirror the way we learn.

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

# GRADING OF FOUNDATION SUBJECT GRADES

- Foundation subject grades are graded in scoring bands from **AL A to C**.
- To derive a student's overall PSLE Score for S1 Posting, AL A to AL C for Foundation level subjects are **mapped to AL 6 to AL 8 of Standard level subjects respectively**.
- This mapping is based on the learning and assessment load of the subjects, and informs students of how ready they are for the curriculum in secondary school.

FOUNDATION LEVEL AL	FOUNDATION RAW MARK RANGE	EQUIVALENT STANDARD LEVEL AL
A	75 – 100	6
B	30 – 74	7
C	< 30	8



AL	RAW MARK RANGE
1	≥ 90
2	85 – 89
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	< 20

# Higher Mother Tongue Language

1. PSLE Higher Mother Tongue (HMTL) is a separate paper from the PSLE Mother Tongue paper
2. PSLE HMTL results are denoted as *Distinction*, *Merit* or *Pass*
3. Taking **Higher Chinese Language** will be considered when students are applying for a **SAP secondary school** (PSLE score of 14 or better)
4. The eligibility criteria for taking HMTL in Secondary School ensures that students can cope with the higher academic load.

## ELIGIBILITY CRITERIA FOR HMTL in SECONDARY SCHOOL

- (i) An overall PSLE Score of 8 or better
  - or
- (ii) An overall PSLE Score of 9 to 14 (inclusive); and attain
  - AL 1 / AL 2 in MTL or
  - Distinction / Merit in HMTL



# Direct School Admissions DSA-SEC

## What is DSA-Sec?

DSA-Sec allows **P6 students** to apply to all secondary schools before taking the Primary School Leaving Examination (PSLE).

Only participate in DSA-Sec	Only conducts school-based admission
  	

# Direct School Admissions DSA-SEC



**Before  
MAY**

Explore schools and their talent areas, and shortlist suitable schools



**MAY**

Apply for DSA



**JUN to  
SEP**

Attend selection trials, interviews and auditions



**By SEP**

Receive DSA offers if successful

<https://www.moe.gov.sg/secondary/dsa>



# For More Information on Secondary Schools



<https://moe.gov.sg/schoolfinder>



# Riverside Secondary School



- 📍 Woodlands  
[3 Woodlands Street 81, S738524](https://www.moe.gov.sg/schools/secondary-schools/riverside-secondary-school)
- 📖 School code: 3239

## PSLE score range of 2025

	Affiliated	Non-affiliated
Posting Group 3	-	8 - 14
Posting Group 2	-	21 - 23
Posting Group 1	-	25 - 27

## DSA talent areas offered for 2025

- Choir (Girls and Boys)
- Concert Band (Girls and Boys)
- Leadership and Character (Girls and Boys)
- Media (Girls and Boys)
- STEM (Girls and Boys)
- Tamil Language (Girls and Boys)



# School of Science and Technology, Singapore



📍 Clementi

[1 Technology Drive, S138572](#)

💻 School code: 7805

*The school does not participate in the S1 posting process. Interested students should apply through Direct School Admission for secondary schools (DSA-Sec). Refer to their website for admission information.*

Subjects offered

DSA talent areas offered for 2025

- STEAM (Science, Technology, Engineering, Aesthetics and Mathematics) (Girls and Boys)

## School of the Arts, Singapore



📍 Central  
[1 Zubir Said Drive, S227968](#)

💻 School code: 7802

*The school does not participate in the S1 posting process. Interested students should apply through Direct School Admission for secondary schools (DSA-Sec). Refer to their website for admission information.*

DSA talent areas offered for 2025

- ▼ Ballet (Girls and Boys)
- ◆ Chinese and Modern Dance (Girls and Boys)
- ◆ Chinese Calligraphy (Girls and Boys)
- ◆ Chinese Dance (Girls and Boys)
- ◆ Chinese Orchestra (Girls and Boys)
- ◆ Chinese Painting (Girls and Boys)
- ◆ Choir (Girls and Boys)
- ◆ Concert Band (Girls and Boys)
- ◆ English Drama (Girls and Boys)
- ◆ English Language (Girls and Boys)
- ◆ Guitar Ensemble (Girls and Boys)
- ◆ Guzheng Ensemble (Girls and Boys)
- ◆ Harp Ensemble (Girls and Boys)
- ◆ Indian Dance (Girls and Boys)
- ◆ Jazz Dance (Girls and Boys)
- ◆ Journalism (Girls and Boys)
- ◆ Malay Dance (Girls and Boys)
- ◆ Marching Band (Girls and Boys)
- ◆ Media Arts / Film / Photography (Girls and Boys)
- ◆ Modern Dance (Girls and Boys)
- ◆ Music (Girls and Boys)
- ◆ Percussion Ensemble (Girls and Boys)
- ◆ String Ensemble (Girls and Boys)
- ◆ Tap Dance (Girls and Boys)
- ◆ Theatre (Girls and Boys)
- ◆ Visual Arts (Girls and Boys)

ⓘ Visit the school website to learn more.

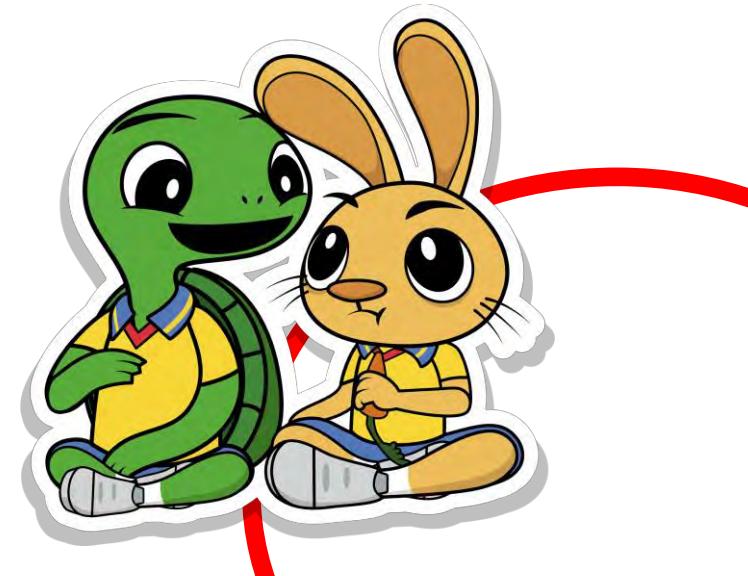
# Every Parent a Supportive Partner





# Cyber Wellness

It's more than saying no to devices.





# Why Should We Be Concerned about Cyber Wellness?





## 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.



## Did you know?

A survey of 600 parents in Singapore revealed the types and frequency of **harmful content** our children are exposed to, including cyberbullying, sexual grooming, and sexual harassment.

However, **not all parents are aware** of the **online risks**.

## What does this mean?

We need to be **involved** in our children's digital lives, and put in **parental controls** to keep them safe and role-model for responsible use.



## 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.



# What is Cyber Wellness?

**Cyber Wellness** is the ability of our children and youth to navigate the cyberspace safely.

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>



# School Programmes and Initiatives

- Cyberwellness programmes in 2026:

Group	Focus	Key Activities
<b>Students (masses)</b>	Foundational literacy for all students.	"Cyber-clips" screened during HSB & lunch break, assembly talks, FTGP lessons in class, SLS lessons, workshops such as virtual escape room etc.
<b>Parents</b>	Support for students	Resources (videos, newspaper articles, workshops) shared with parents via PG,
<b>Identified students (eg Cyber-Wellness Ambassadors/digital leaders/at-risk students)</b>	Crisis intervention and recovery.	Workshops, One-on-one counseling for at-risk students of cyberbullying, game addiction and screen addiction

# 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.



# Assembly talk on internet security





# School Rules on Digital Device Use

The school **DOES NOT** allow students to use \*unauthorized electronic devices in school.

*\*Mobile phones, smartwatches, headphones, earbuds etc., that are capable of capturing, storing, displaying and/or transmitting visual, audio or verbal information*

## 1. Reasons for Not Allowing

- Examination guidelines state that students are not to be found in possession of unauthorized electronic devices during examinations.
- Mobile phone and smart watch with calling and messaging functions are disruptive to teaching and learning in the classroom, as students can be distracted by calls, messages, or using the social media, multimedia and internet functions of these devices.

## 2. Learning Device Usage

- All students are not required to bring learning devices to school
- Students can access computing devices for in-class use while supervised by teachers

Parents can refer to Admiral's Companion Book and School Website for Unauthorised Electronic Device Policy.



# Playing Online Games





## What do I need to know about online games?

### How can my child access online games?

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

### If my child enjoys online gaming, why not?

- While gaming is fun and can bring about positive outcomes (e.g., feeling good about their abilities and effort), **excessive gaming can lead to negative impacts**, such as excessive in-app purchases, attracting unwanted attention, increasing anxiety and the risk of cyber bullying.

### Does the game have age restrictions?

- To check if a game is age-appropriate, video game ratings can be found on the IMDA website.
- Age ratings on games can be found on Google and Apple app stores. For example, Roblox, a popular mobile game, is age-rated 12+.

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

### Discuss your concerns with your child through open conversations

- 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.

Tips	Conversation Starters
Ask about a game that your child seems to be playing frequently.	<p>“What is this game about?”</p> <p>“Why do you find this game fun? Can you share more with me?”</p>
Involve your child in setting rules and expectations for when they can play games, for how long, and the consequence of not following the agreed-upon rules.	<p>“What are some suggestions on rules of gaming that you may have?”</p> <p>“Let’s discuss what would happen if anyone breaks the rules.”</p>
Prompt your child to think about the risks of gaming	<p>“Do you chat with strangers you’ve just met while playing online games? What are some possible dangers that can come?”</p> <p>“Can you help me understand why you spent \$300 on your game?”</p>



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

### Seek help from school and community

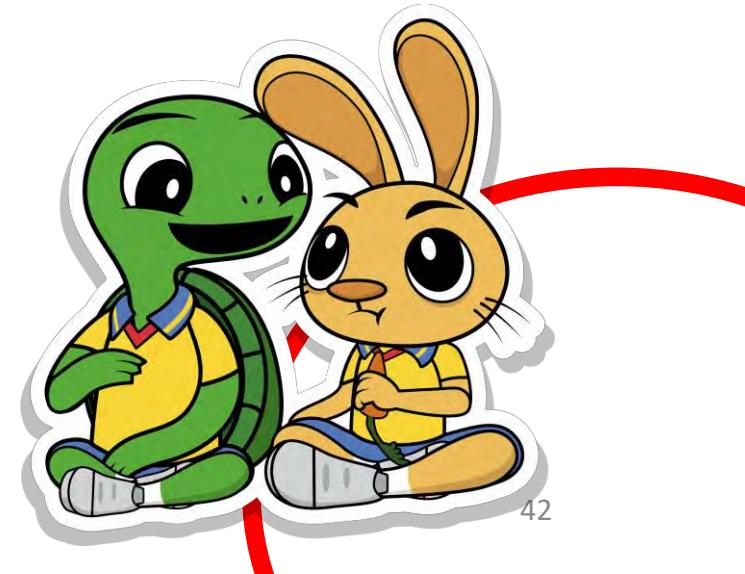
- If there is **no improvement** and their gaming behaviour **continues to be a cause of concern**, you may want to seek help from the school or other community partners such as **Help123 at 1800 6123 123**.

### Seek professional help

- If there is **marked deterioration** and **significant impairment to the child's life**, consider seeking professional help.
- The professionals can assess the severity of the problem and recommend appropriate interventions.
  - You can approach the School Counsellor for support in this area.
  - You may call **National Addiction Management Service All Addictions helpline** at 6-RECOVER (**67326837**).



# Accessing their First Social Media Account



# At what age should I allow my child to have their own social media account?

## Laws and Regulations

- Most social media platforms (including WhatsApp) **require users to be aged 12 years and above** (except Telegram and Discord, which requires users to be 17+).

## Mental Health Concerns

- 27% of youth reported spending more than three hours on social media platforms daily, and were 1.5 times more likely to show symptoms of depression and anxiety. (*Institute of Mental Health, 2024*)

## Maturity of the child

- **Constant exposure to social media content** can make us feel **anxious or overwhelmed**. It is important for **social media users to be mature enough** to navigate such feelings when using these platforms.
- Maturity can be assessed by observing your child's ability to
  - make responsible decisions to keep themselves safe online.
  - manage the pressures and feelings that come with social media use.
- **Have open conversations** with them on the risks of social media, and why they cannot access social media as they are not of age.



## What are some considerations when I allow my child to have their own social media account?

After following age guidelines and having conversations with your child, **if both of you feel that your child is ready for a social media account...**

**Co-create and establish clear ground rules on keeping themselves safe when using it**

- Discuss with them their responsibilities and your expectations of their social media use.

Responsibilities and Expectations	Conversation Starters
Acceptable and unacceptable behaviours	“How do we keep ourselves safe on social media?” “What are some dangers of oversharing personal information?”
Clear rules on healthy social media use	“What does healthy social media use look like?”
Consequences for misuse of social media	“What are some ground rules we can establish as a family?”



# Cyberbullying





## Did you know?

A 2025 Digital Parenting Survey (MDDI) found that **more than 50%** of parents are concerned about cyberbullying.

MOE supports parents with resources related to children's mental well-being, cyber wellness, and strengthening parent-child relationships.

Through **CCE lessons**, students understand that bullying and cyberbullying is wrong, and acquire skills to:

- cultivate empathy and be kind
- manage differences and resolve disagreements respectfully
- be assertive, manage negative influences and seek help
- stand up against bullying and support peers affected as upstanders and peer supporters,

Source: [Channel News Asia \(12 Sep 2025\)](#)



# 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

# Forms of hurtful behaviours/bullying

## 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

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

## Verbal

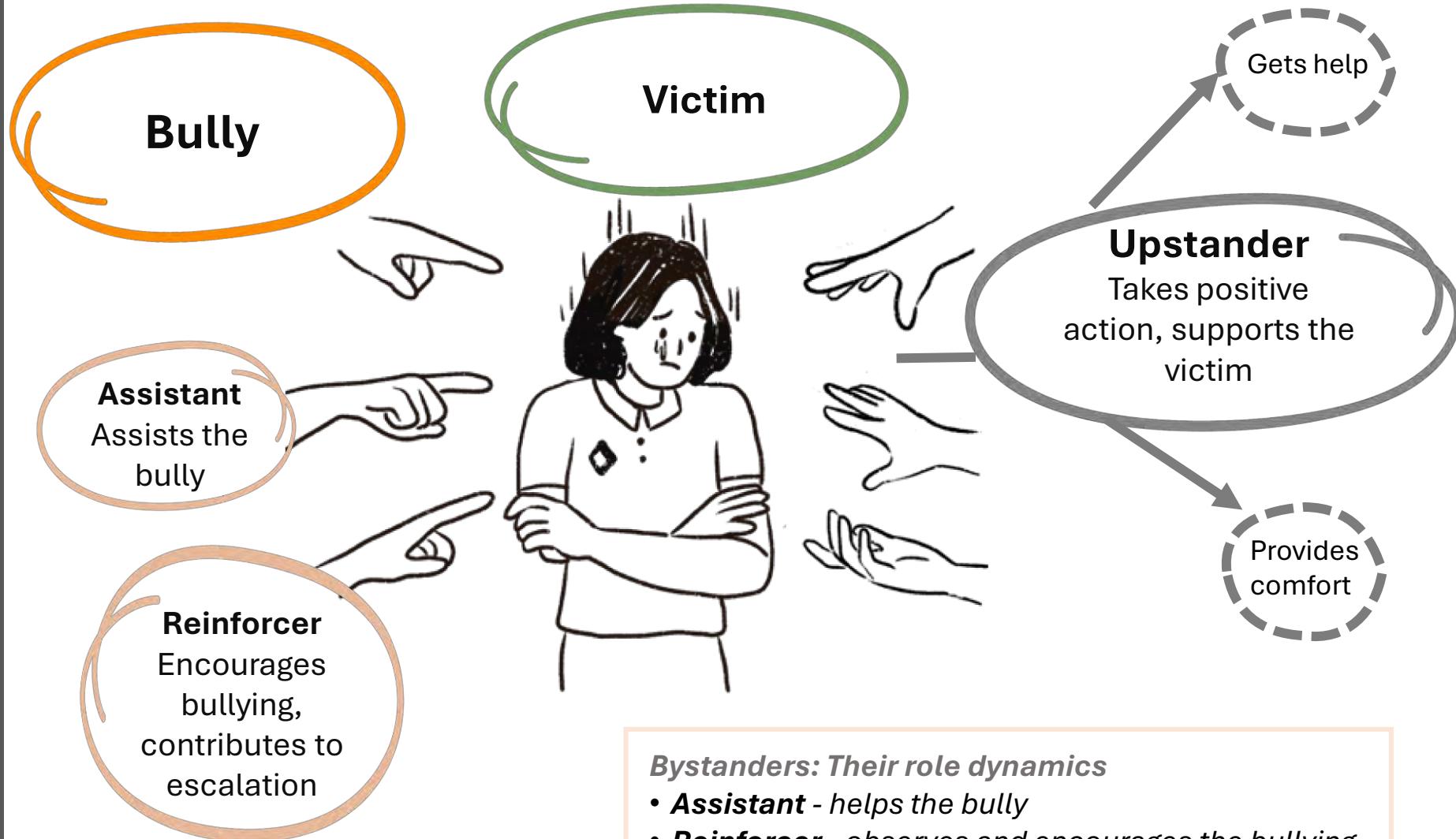
Name-calling, spreading rumours or making threats

## Cyber

Hurtful behaviours/bullying that 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.

## Do you know the different roles\* in bullying?



### Bystanders: Their role dynamics

- **Assistant** - helps the bully
- **Reinforcer** - observes and encourages the bullying
- **Upstander** - stands up against the hurtful behaviour, comforts the victim or gets help
- **Outsider** - avoids acting or taking sides

\*The terms used here are meant to provide a simplistic description and are not meant to label students.

# How can I guide my child to be kind and respectful online?

Ask your child if what they are about to post or share online is... **Truthful, Helpful, Inspiring, Necessary, and Kind (T.H.I.N.K.)?**



## IS IT TRUE?

Is this a fact or just an opinion or feeling?



## IS IT HELPFUL?

Does it help you, them, or the situation?



## IS IT INSPIRING?

Would it encourage, motivate, and make someone feel better?



## IS IT NECESSARY?

Does it really have to be said, or you just want to or feel like saying it?



## IS IT KIND?

Are you saying this with the intention to hurt someone's feelings?

If the answer to any of the above questions is “No”, they should not post or share the content online, even if it is intended for their private social media account or private group chat.

By guiding your child to make it a habit to T.H.I.N.K. before posting or sharing anything online, your child learns to be kind and avoids hurting others with their online behaviour.



Before you post anything online, ask yourself:  
would you say this in front of me or your teacher?

# What are some signs of bullying?

## Bully/Perpetrator

- Tends to be impulsive and aggressive
- Tends to have poor relationships or lack empathy with others
- May blame victims for their behaviour by saying things like, 'if he/she were XX, I would not have XX'
- May appear anxious while using digital devices
- Tends to hide or turn off the monitor/devices when someone approaches

## Victim/Targeted

- Becomes less sociable than usual around family and friends
- May struggle with studies or lose interest in school
- Becomes upset or anxious, especially when receiving messages or using devices
- Spends less time on the activities they used to enjoy
- May experience poor health as struggling with the bully saps the energy and ability to focus

## Bystander

- May fear being targeted by the bully or straining relationships
- Tends to feel anxious and powerless about being unable to stop bullying
- May feel unsafe in class/school
- May experience guilt of not defending the victim



# How can I help if my child is a victim?

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

You can use **C.H.E.E.R.** to help guide your conversation.

	<b>Calm them down</b> Speak in a gentle tone.		You seem upset. Let's sit down and talk about it.
	<b>Hear them out</b> Lend them a listening ear.		It can be difficult to talk about being bullied. I want to understand how it's been for you so we can figure out what we can do together.
	<b>Empathise with their feelings</b> Acknowledge their feelings.		I see that you have been hurt by their actions. How about using I-Messages* to let them know that you are upset by what they posted? Sharing how you feel may help resolve any misunderstandings.
	<b>Encourage them to seek help</b> If it seems that the problem is beyond what your child can manage on their own, recommend reaching out for additional support.		It seems like this has been going on for a while and is bothering you a lot. Let's get some help to resolve the matter.
	<b>Reassure them</b> Let them know that you will always be there to support them and listen to their problems.		I'm always here for you. If this happens again or whenever you feel bothered by it, I'm here to listen.



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

\* I-messages are used to communicate one's feelings and needs to others clearly and respectfully. For example, "I felt upset when you posted that photo of me making a funny face that made me look silly. I would need you to remove that photo, please."

# How can I help if my child is a victim?



# How can I help if my child is the bully?

If you suspect that your child is cyberbullying others, remain calm. 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 e.g. their social media posts
- Reach out for extra support from school.



Parents, your child's **behaviour change takes time** and requires consistent effort. You can build their character by **setting clear expectations** about treating others respectfully and **role-modelling** positive behaviours in your interactions.

That action was hurtful, but you're capable of being kind.



# 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.



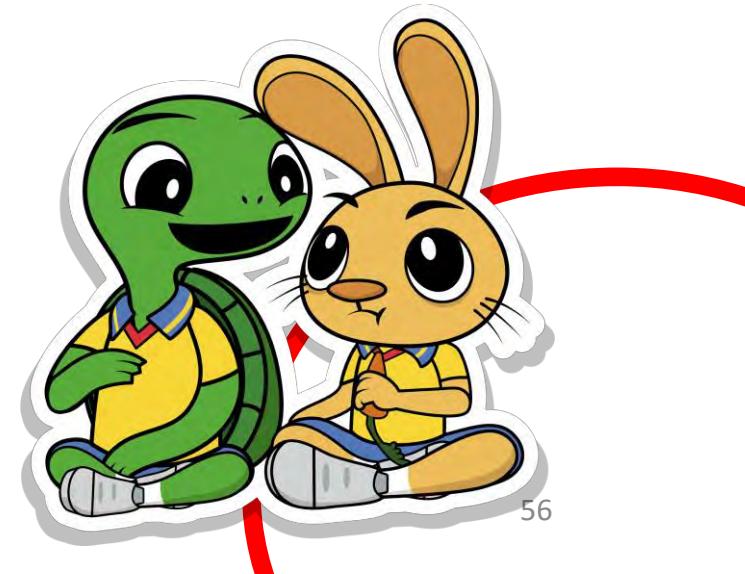
If you come to know that the hurtful behaviour continues, please approach the school and continue to support your child.

Telling an adult is helping, not tattling.





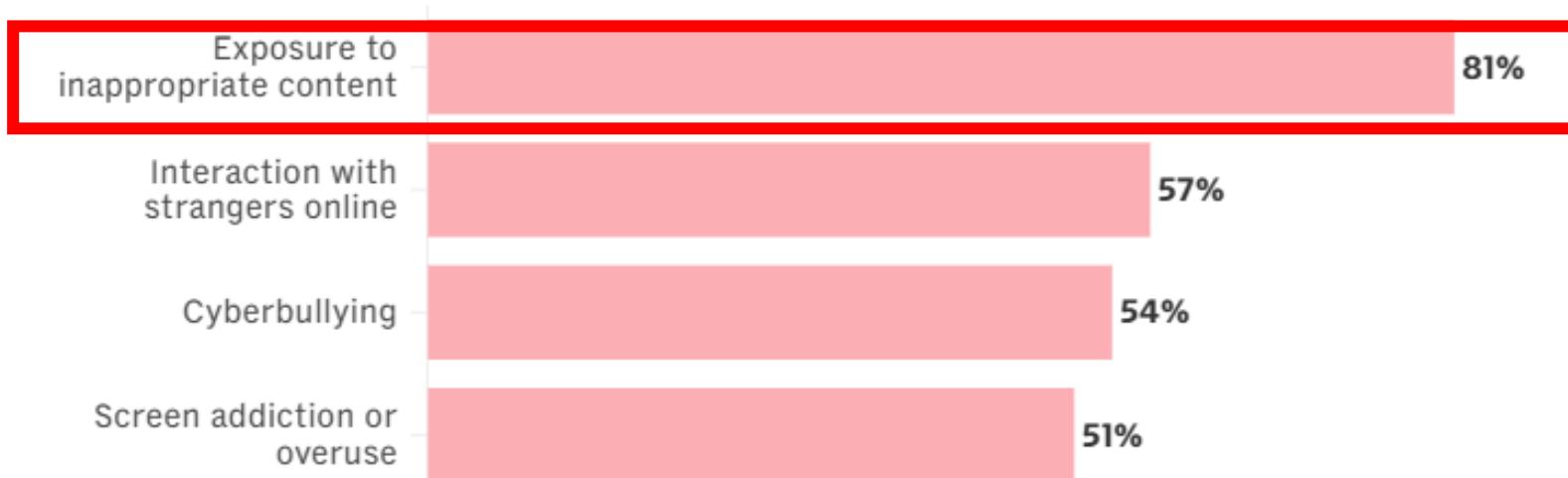
# Exposure to Pornography



According to survey findings released by the Ministry of Digital Development and Information (MDDI) in September 2025, about 81% of 1,986 parents surveyed said they were worried about their children being exposed to inappropriate content online, which includes pornography.

### Online harms or risks parents are most concerned about

#### Did you know?



SHECARES, a support center run by SHE in collaboration with the Singapore Council of Women's Organisations, has handled over 440 cases of online harms since its launch in 2023, including deepfake and AI-generated pornography.

# How can pornography impact children and youths?

## Viewing pornography can distort a young person's views on sexuality.

### Developing an unhealthy perception of relationships

A young person may be misled into thinking that pornographic material is real, which **affects one's ability to form healthy and respectful relationships.**

### Developing addictive behaviours, including viewing pornography

A young person's brain is still developing and may lack self-control. Prolonged viewing of pornography may **impact daily habits and routines for healthy well-being.**

### Misleads perceptions and attitudes towards men and women

The inaccurate portrayals of gender roles may result in unhealthy mindsets which **reinforce gender stereotypes.**

### Developing insecurities about one's body image

Pornographic content **depicts unrealistic sexual encounters and body shapes.**

Repeated exposure to highly sexualised content (e.g. online games, anime, pornography) can reduce a young person's sensitivity to such material, and may normalise inappropriate behaviours.

# What is my child learning in school?

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

**Did You Know? 1** Date:

## Keeping Myself Safe from Harmful Content

**Stop**  
Sense the dangers.

**Think**  
about the consequences.

**Do**  
Act responsibly.

How do I know that this image or content is not safe for me?

- Does the image or content make me feel uncomfortable, weird, scared, confused or guilty?
- Can I understand what the content is about?
- Is it healthy/ unhealthy, safe/ unsafe, right/wrong if I view the image or content?



What are my choices and how will they affect me?

- How will it affect the way I view myself and others?
- Is it something that is against the school rules/the law?
- How will my parent/ teacher respond if they see me looking at this image or content?
- Is it what I believe/ think is important?



What responsible actions can I take?

- Stop looking or viewing the image or content.  
E.g. Close the website immediately. Click 'Control-Alt-Delete' if the site does not allow you to exit.
- Tell a trusted adult such as \_\_\_\_\_



Share with him/her any information that led you to this image/content.



### Family Chat Time

I can

- share with my family members how I can act responsibly when I stumble upon unhealthy/harmful online content.
- invite my family members to share how they can support me.

## 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



Reinforce the 'Stop-Think-Do' strategy with your child, and have open conversations about the harmful effects of pornography.

### We did it together!

Parent's / Guardian's signature



# How can I respond if my child is exposed to pornography?

- 1. Encourage healthy and responsible use of digital devices**
  - Place devices in open areas where screens are visible to others.
  - Enable parental controls and content filters on internet browsers to minimise exposure to inappropriate content.
- 2. Stay calm when talking to your child, do not shame or blame**
  - This helps your child feel secure and encourages open sharing.
- 3. Listen with sensitivity and address the cause of curiosity together with age-appropriate information**
  - Curiosity is normal and developmentally sound.
  - Share your family's values, emphasise healthy respect for self and others.
- 4. Share with your child the harms of pornography and how to stay safe online**
  - Explain how pornography can result in unhealthy views on sexuality and relationships and increase the likelihood of risky behaviours.
  - Talk about the importance of never sharing private photos with others, not even friends; and explain how images can be altered and used as deepfakes to cause harm.

# How do I approach the topic of pornography with my child?

## Suggestions for Conversation Starters

*“Have you ever seen anything online that looks pornographic?”*

If your child may not know what pornographic means, you could use alternative terms such as “indecent” or just “naked people on screen”.

*“Has anyone at school ever mentioned seeing something like this?”*

It can be easier for your child to talk about someone else rather than about themselves.

### If your child says ‘yes’, you can follow up with:

**“Where did you see it? Did someone show it to you?”**

- Your child might have encountered these images through online games, or anime that they have watched.
- Reassure your child that he or she is not in trouble so that your child is willing to continue the conversation.

**“How did you feel when you saw it?”**

- Your child might feel upset or confused, so comfort them. But they might also be curious, so be prepared to answer some questions if they come up.
- Explain to him or her what he or she has seen, and why you think the images are inappropriate.

**“What do you think you should do if someone tried to show you something like this again?”**

- Let your child share responses and guide him or her to understand that it is harmful to look for such content.
- Remind your child that you are always there to listen and answer his or her questions.

Remind your child never to share private or sexually explicit photos of themselves. Assure them that they can reject and say “no” to such requests, and to inform you so that you may support and guide your child.

Be aware that with the emergence of AI technology, photo images may be easily used to generate deepfake sexual abuse material, including deepfake pornography.



# TIPS FOR PARENTS!

Be open and flexible when discussing your child's preferences, needs and choices.

Manage your own expectations and do not project these expectations onto your child.

Have regular conversations with your child to understand more about his/her strengths, interests, abilities, talents and aspirations.

Affirm your child and offer support when he/she shares his/her plans with you.





# PARENTS OUR VALUED PARTNERS

## Work Closely with Teachers

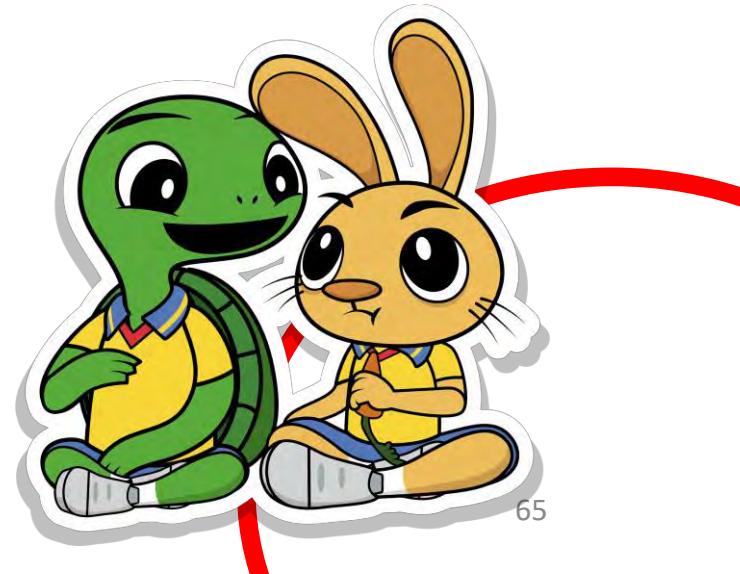
- Share important information about your child with us
- Contact us during working hours (weekdays before 6.00pm)



# Thank you!



# Additional Resources





# Additional Resources:

## *Parenting for Wellness*



Scan here to access the PfW Toolbox for Parents:



For more bite-sized, 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](#).

You can also access the [Parenting for Wellness website](#) on Parent Hub (hosted by HPB) for personalised access to the full content!

## *Positive Use Guide on Technology and Social Media*

Scan here to access the Positive Use Guide:



The [Positive Use Guide on Technology and Social Media](#) draws on research to support families as they navigate the digital landscape together. It offers strategies for balanced screen time, how to build healthier digital habits and provides tools like self-check worksheets and curated resources. Scan the QR code on the left to access the guide on the Digital for Life website.

**Positive Use Guide**

Evidence-Based Insights on the Impact of Digital Devices on Child and Adolescent Wellbeing





# Compilation of Useful Resources

You can access all digital parenting resources shared throughout this slide deck by scanning this QR code or click [here!](#) *Send this link via PG to your parents too for their easy access.*

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>  
s

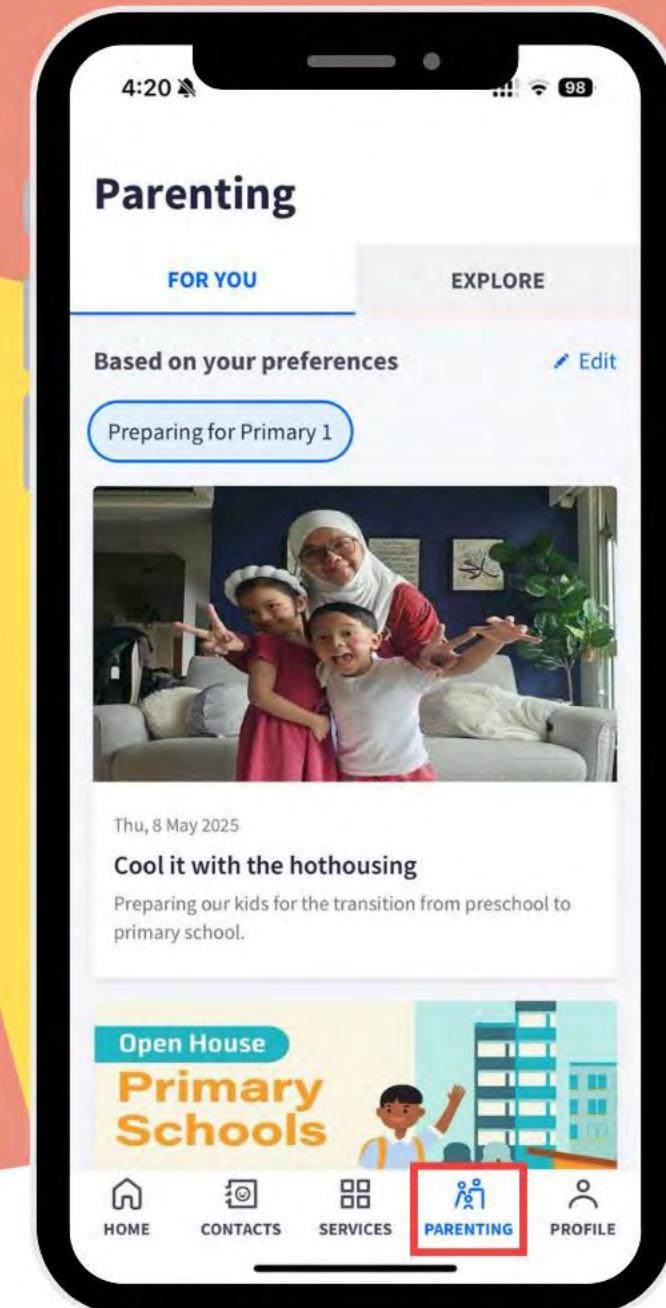




# Parenting Resources on Parents Gateway (PG)



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.

