

Primary 3 and 4 FPPS Connects

26 March 2026



Primary 3 and 4 Total Curriculum Briefing

PROGRAMME OUTLINE

- 1. Learning Dispositions**
- 2. P4 Subject-Based Banding (SBB)**
- 3. English**
- 4. Mother Tongue**
- 5. Mathematics**
- 6. Sharing of Science syllabus by HOD Science**
- 7. Tips for Parents and School-Home Partnership**

Key Programmes for the Level



Key Programmes for the Levels

Primary 3

- P1 – P6 Leadership Training (T1)
- Swimsafer (T1 & T2)
- P3 Science & ALP Learning Journey (T2)
- Social Studies Museum-Based Learning (T1, T3 & T4)
- Inter-Class Games (T4)
- Financial Literacy (T4)

Key Programmes for the Levels

Primary 4

- P1 – P6 Leadership Training (T1)
- P4 and P1 Buddy Programme (T1)
- P4 Code for Fun (T1)
- P4 Art Museum Based Learning (T2)
- Inter-Class Games (T2)
- Social Studies Museum-Based Learning (T3 & T4)
- Swimsafer (T3)
- Financial Literacy (T4)

Student Outcomes

Confident Person, Self-Directed Learner
Concerned Citizen, Active Contributor

21st Century Competencies

English

Mathematics

Science

Mother Tongue

PE, Art,
Music

Character &
Citizenship
Education

PAL

Co-curricular
Activities

Total Curriculum



Whole Child

**Performance
Character**

Learning
Dispositions

Growth Mindset
Effective Effort

**Confident
Child**

**Moral
Character**

Social Emotional
Competencies

School Values:
Care, Empathy and
Curiosity

Learning Dispositions



School Values

- **Curiosity**
- **Empathy**
- **Care**



Learning Dispositions

Learning Disposition	Observable Actions
Curiosity	<ul style="list-style-type: none">✓ Able to exhibit persistence in learning.✓ Able to be a self-directed learner.<ul style="list-style-type: none">- Explore and Learn on their own and has self-driven desire to learn.✓ Able to adapt<ul style="list-style-type: none">- Open to new ideas and experiences; flexible mindset to embrace learning opportunities.

Learning Dispositions

Learning Disposition	Observable Actions
Empathy	<ul style="list-style-type: none">✓ Able to show kindness and compassion for others.✓ Able to comfort and offer assistance to others without being prompted.✓ Able to suspend judgements.<ol style="list-style-type: none">1. Able to see things from different perspectives2. Avoid making negative judgements on others

Learning Dispositions

Learning Disposition	Observable Actions
Care	<ul style="list-style-type: none">✓ Able to show care to classmates and schoolmates.✓ Able to take care of classroom and school.✓ Able to show care for the environment.✓ Able to show care to people in the school and community.

Observing Learning Dispositions in Students

Good Progress Award (P3)

Collective decision by teachers based on observation of learning dispositions (CCE)

For Singapore Citizens

Subjected to MOE's approval

Primary 4 Subject-Based Banding



Subject-based Banding (Primary)

- ▶ Offers students the option of Standard and Foundation subjects, depending on their strengths.
- ▶ Allows students to focus on and stretch their potential in the subjects they are strong in while building up the fundamentals in the subjects they need more support in.

Subject-based Banding (Primary)

- ▶ Schools will continue to recommend based on the following:
- ▶ Student's **aptitude, motivation and performance** in each subject;
- ▶ Student's **ability to cope** with a particular subject combination;
- ▶ Offering subjects at **Foundation level** is **not a disadvantage** to the students.
- ▶ It enables them to **focus on building strong fundamentals** in these subjects and better prepares them for **progression to secondary school.**

How does Subject-based Banding Work?

Primary 4

- School recommends a subject combination based on students' exam results and his learning disposition.
- Parents fill up an option form indicating their preferred subject combination. (Parent's Option)



Primary 5

- Student takes combination chosen by parents
- School assesses students' ability to cope after end-of-year exams.
- School offers new combination to students if necessary (School's Decision)



Primary 6

- Student takes combination decided by the school and sits for the Primary School Leaving Examination (PSLE) at the end of Primary 6.

Subjects offered in Primary School

SUBJECT-BASED BANDING

Subject Combinations

STANDARD SUBJECTS

ENGLISH LANGUAGE
MATHEMATICS
SCIENCE
MOTHER TONGUE
HIGHER MOTHER TONGUE

FOUNDATION SUBJECTS

FOUNDATION ENGLISH LANGUAGE
FOUNDATION MATHEMATICS
FOUNDATION SCIENCE
FOUNDATION MOTHER TONGUE

Possible courses that may be offered

P4 Exam Performance	Possible Courses Offered
Passes all 4 subjects well and performs very well in Mother Tongue language	4 Standard Subjects + Higher Mother Tongue Language
Passes all 4 subjects	4 Standard Subjects
Passes all 3 subjects	4 Standard Subjects
Passes all 2 subjects or less	4 Standard Subjects; or
	3 Standard Subjects + 1 other Foundation Subject; or
	2 Standard Subjects + 2 other Foundation Subjects; or
	1 Standard Subject + 3 other Foundation Subjects; or
4 Foundation Subjects	

Higher Mother Tongue (HMT)

Consider carefully if your child should take HMT.

Does he/she have an interest in and a flair for the Mother Tongue Language?

Is he/she coping well in English, Mathematics, Science and Mother Tongue?

Should he/she be spending more time on these subjects?

Higher Mother Tongue (HMT)

- ▶ An **additional hour per week outside curriculum** is required to complete the HMT syllabus.
- ▶ If your child opts to do HMT at P5, he/she **must continue to take HMT for the whole year**. This is also to teach your child to honour their decisions.
- ▶ Even if he/she does not take HMT in primary school, he/she may still be offered HMT in secondary school.

Eligibility For HMT In Secondary Schools

The **eligibility criteria for taking HMT** is intended to ensure that students can cope with the higher academic load.

ELIGIBILITY CRITERIA FOR SECONDARY SCHOOL HMT

- (i) PSLE Score of **8 or better**
OR
- (ii) PSLE Score of 9 to 14 inclusive; **and** attain
AL1 / AL2 in MTL **or**
Distinction / Merit in HMT

For students who do not meet the above criteria, **secondary schools** will continue to **have the flexibility** to offer HMT to students.



English Language



Key Strategies

Reading and Viewing Skills

- ▶ Use of annotation to help understand comprehension text better

Writing and Representing Skills

- ▶ Writing Process Cycle
 - ▶ Class Writing, Group Writing and Individual Writing

ANNOTATING A NARRATIVE TEXT (P3)

I can annotate to keep track of my thinking as I read by making short notes and using these symbols:

Characters (who)	
Setting (where/when)	
Problem (what)	
Solution (what)	
Words we do not understand	
Referents (who / what it refers to)	

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ANNOTATING AN INFORMATION TEXT

I can annotate to keep track of my thinking as I read by making short notes and using these symbols:

Main idea	
Supporting detail	
Words we do not understand	

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Key Strategies

Speaking and Representing Skills

▶ **PEAR** (Punctuation & phrasing, Expression, Accuracy, Rhythm & smoothness)

▶ **CLEAR**

- ▶ Choose a stand
- ▶ Link ideas
- ▶ Elaborate ideas
- ▶ Add personal experiences
- ▶ Round up ideas

	C.L.E.A.R.	Phrases/ Words you can use	Remarks
Introduction 1	C – Choose a stand based on the picture (which is your preferred one, WHY?)	I think I feel I like	Greet the teacher before you begin.
Development 2	L – Link your ideas with connectors	The first reason The second reason Firstly Secondly	Be enthusiastic! 😊😊 Take the initiative to share new ideas!
	E – Elaborate your ideas	Explain your ideas	Ideas that are well developed will help you score more points!
Conclusion 3	A – Add personal opinions / share <u>personal experiences</u>	There was once ... I have... <u>OR</u> I have never... I remember... In my opinion	You can link your personal opinions to: 1. School values 2. Environment (only when possible)
	R – Round up conversation	In conclusion Finally,	

School-Wide Programme

Extensive Reading Programme

- ▶ aims to promote a love of reading
 - ▶ school library visits
 - ▶ reading periods
 - ▶ Read Every Day (RED)





**Primary School Book
Recommendations for
P3s (NLB)**



**Primary School Book
Recommendations for
P4s (NLB)**



Mother Tongue Language



Key Strategies

Listening and Speaking

- ▶ 5W1H (strategy for teaching oral skills)
- ▶ Build oracy skills by sharing stories (MTL SOAR Programme)
- ▶ Listen actively by rating their peers' sharing using peer assessment rubrics

Key Strategies

Reading

- Reading of MT books on Friday for Silent Reading
- MTL SOAR Programme
- Subscription of educational magazines for P1 to P6 students
- Apply **C.U.B strategy** for reading comprehension (**C**ircle, **U**nderline, **B**ox)



Key Strategies

Writing

- ▶ 6 Traits of Writing, Using 5Ws and 1H, F.A.S.T (Feelings, Actions, Speech, Thought)
- ▶ Introduction → Elucidation of the Theme → Climate → Summing Up
- ▶ Journal Writing

Key Programmes

Reading Programme

MTL SOAR Programme

- ▶ Hands-on activities (such as design a book jacket, draw favourite part of the story, act out your favourite character, create hand puppets, share moral of the story etc)



Key Programmes

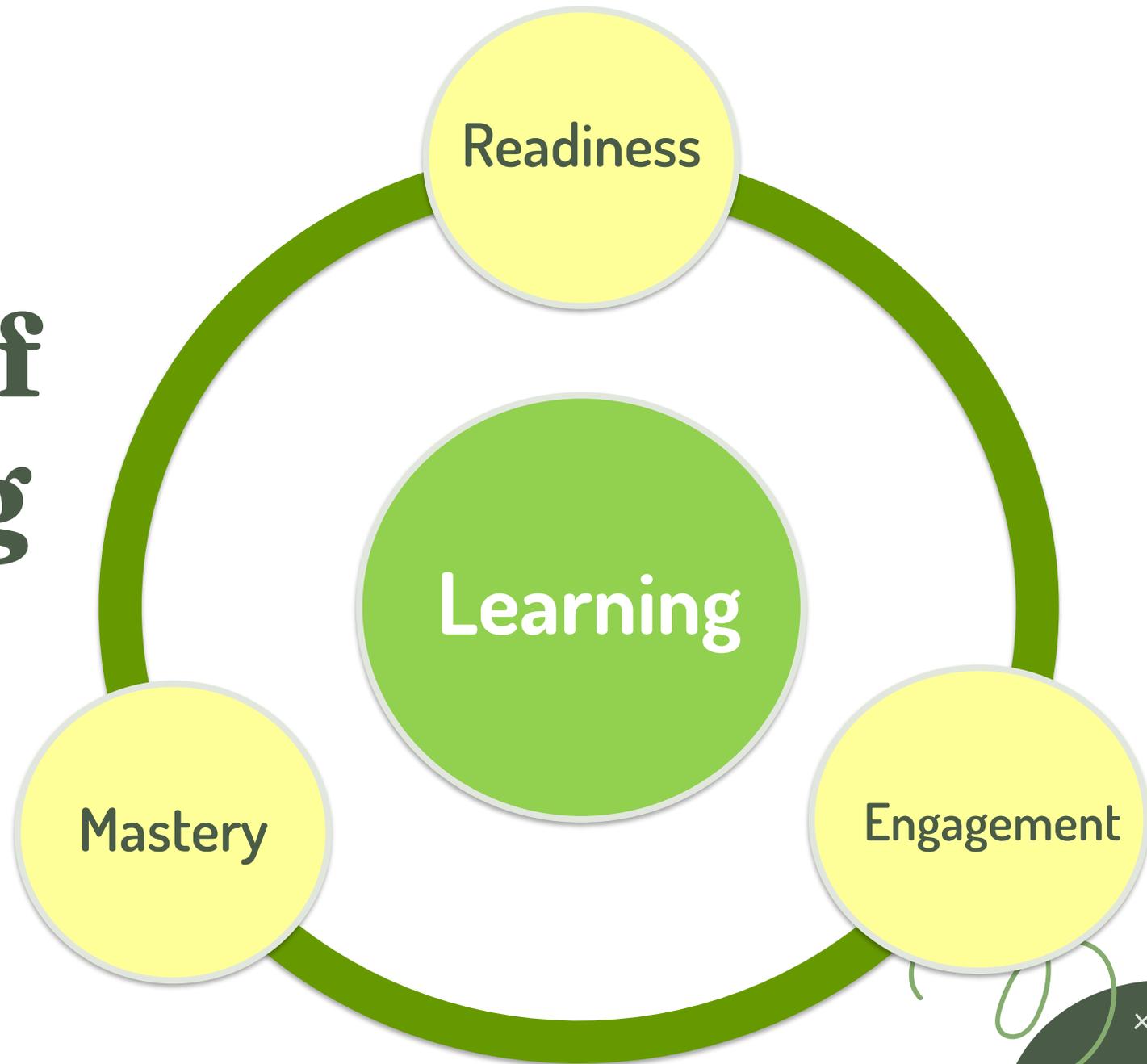
MTL Fortnight

- ▶ Students are exposed to cultural activities to deepen understanding of cultural heritage

Mathematics



Phases of Learning



Key Strategies

Activity - Based Learning (ABL)

Student-centred instructional approach that uses manipulatives through exploration.

Promotes student engagement and foster deeper conceptual understanding

Farrer Park Primary School
P3 Mathematics
Activity-Based Learning: Equivalent Fractions (1)

Name: _____ Class: P3 _____ Date: _____

We are learning to (WALT):
- Divide a given fraction into smaller equal parts to get an equivalent fraction.

Success Criteria - I can:
- Use fraction discs or fraction bars to represent two equivalent fractions
- explain they are equal in size

Activity 1

Use fraction bars to show $\frac{1}{2}$.
All the wholes are equal. Each whole has been cut into equal parts.
Find out how many quarters you can put on one-half so that they fit perfectly.
What is the fraction represented by each part? What fraction represents all the parts?
How many pieces of $\frac{1}{4}$ make one-half? So, what have you found out?

$\frac{1}{2} =$ _____

Find out if this works for the fraction bars too!

Each part = One whole =	Each part = One whole =	Each part = One whole =
----------------------------	----------------------------	----------------------------

Use both fraction discs and fraction bars, side by side.
Write the equivalent fractions below.
Put all the quarters on top of all the halves. Put all the eighths on top of all the quarters.

What do you notice about the 2 halves, 4 quarters and 8 eighths?

Note that the wholes are the same size!

Key Strategies

Math Journal

Use of concept cartoons to reason, articulate and make their thinking visible.

Farrer Park Primary School
Primary 4 Mathematics
Factors and Multiples Journal

Name: _____ () Class: P4 _____ Date: _____

We are learning to (WALT):

Identify if a number is a common factor of two given whole numbers

Success Criteria:

List the factors of the two given numbers



Siti

Raju, is 4 a common factor for 12 and 18?

Since 4, 12 and 18 are all even numbers.

4 is a common factor for 12 and 18.



Raju

Do you agree with Raju? Why/Why not?

Show your workings and explain to Raju and Siti.

Reasoning 1 (list and compare factors)		I agree that ____, ____ and ____ are even numbers. However, 4 <u>is / is not</u> a common factor for 12 and 18. This is because 4 <u>is / is not</u> a factor for 18.
Factors of 12	Factors of 18	
Reasoning 2 (check if divisible by 4)		Another reason is that I <u>can / cannot</u> divide 18 by 4 exactly. So, 4 <u>is / is not</u> a factor of 18. Therefore, 4 <u>can / cannot</u> be a common factor for 12 and 18.
Can 12 be divided by 4 without remainders?	Can 18 be divided by 4 without remainders?	

A number is 60 when rounded to the nearest ten. What are the possible numbers?



Key Strategies

R.U.L.E.R

Problem solving strategies using the 5 stages of the RULER approach.



R	<u>R</u>ead the question
U	<u>U</u>nderstand the question
L	make <u>L</u>inks
E	<u>E</u>quations and solution
R	<u>R</u>eview your work

Question 3

R
U
L
E
R

The mass of a packet of sweets is 100 g.
Wendy bought 6 such packets of sweets.
Then, she unpacked them and sold 135 g of sweets.
How much sweets did she have left?

She had 600g of sweets in total. If she sold 135g, it means that I have to take away 135g from the total.



Making Links:
• Sold 135g of sweets.
Where did she get the sweets from?



FARRER PARK
PRIMARY SCHOOL

Key Strategies

Heuristics

- Teaching of different problem-solving strategies to tackle non-routine word problems systematically.
- Heuristics strategies include draw a diagram, look for patterns, before-and-after concept and others.



NAME: _____

CLASS: _____



Date: _____

WALT (We are learning to):
- Work backwards to solve word problems

Success Criteria
1. Identify the **sequence of events** from the question.
2. **Work backwards** using sequence of events

Example 1 – Addition and Subtraction

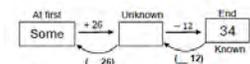
Helen had some erasers at first.
Then, she bought another 26 erasers from the bookshop.
Next, she gave 12 erasers to her friends.
She had 34 erasers left. How many erasers did she have at first?

Let's try to make sense of the question.

Let's unpack the question.

	Sequence of Events
At first	Has some erasers
Then	Bought 26 erasers + 26
Next	Gave 12 erasers - 12
Finally	Had 34 erasers left

Sequence of events



$$34 + 12 = 46 \text{ (amount before giving to the friend)}$$

$$46 - 26 = 20 \text{ (number of erasers before buying)}$$

She had 20 erasers at first.

Let's Discuss!

1) What do you notice about the direction of the arrows and the mathematical operation?

2) Which direction do we begin from?

Key Programmes

➤ **Learning Support Mathematics (LSM)**

Targeted support to build
fundamental concept and skills
in Mathematics

➤ **Financial Literacy**

Earn, Save, Spend & Donate



Sharing of Science syllabus by HOD Science



Primary Science Syllabus

	Primary 3 & 4
Goals	Science for Life and Society
Vision	Inspired by Science Inquire like Scientists Innovate using Science
Fundamentals	Core Ideas of Science Practices of Science Values, Ethics and Attitudes in Science
Emphasis	Practitioner

Science for Life and Society in the centre circle captures the essence of the goals of Science education.

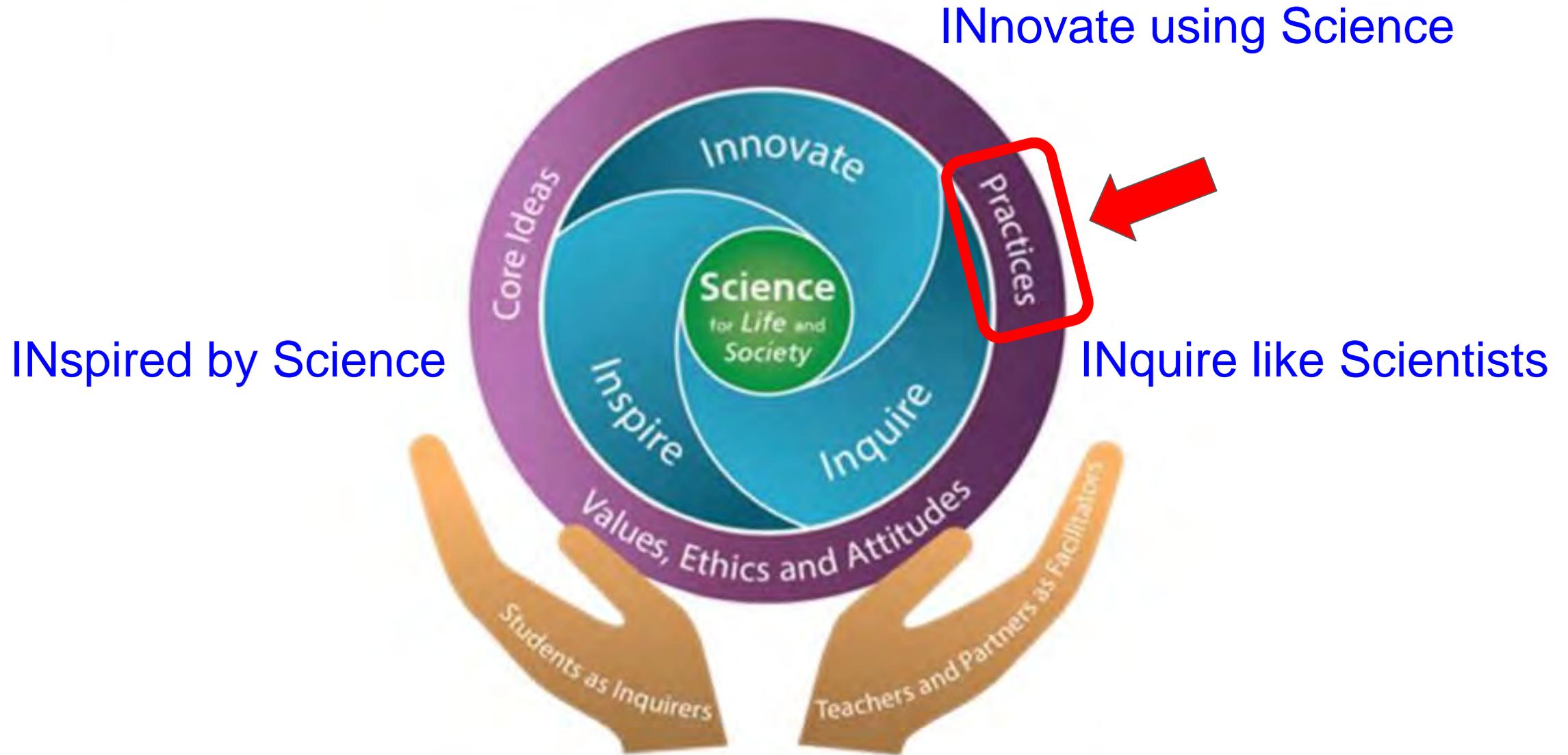
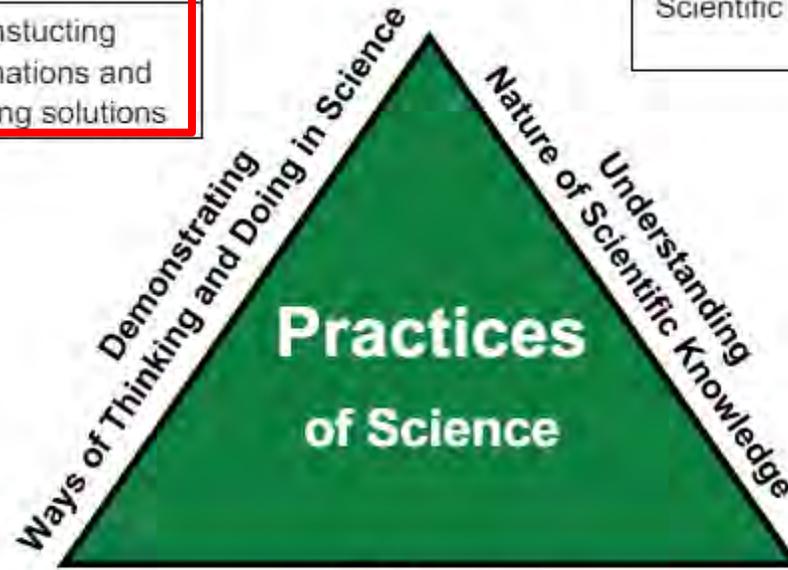


Figure 1: The Science Curriculum Framework

Demonstrating WOTD		
Investigating	Evaluating and Reasoning	Developing and Evaluating Solutions
Posing questions and defining problems	Communicating, evaluating and defending ideas with evidence	Using and developing models
Designing investigations	Making informed decisions and taking responsible actions	Constructing explanations and designing solutions
Conducting experiments and testing solutions		
Analysing and interpreting data		



Understanding NOS
Science is an evidence-based, model-building enterprise to understand the real world.
Science assumes natural causes, order and consistency in natural systems.
Scientific knowledge is generated through established procedures and critical debate.
Scientific knowledge is reliable, durable, open to change in light of new evidence.



Relating STSE
There are risks and benefits associated with the applications of Science in society.
Applications of Science often have ethical, social, economic and environmental implications.
Application of new scientific discoveries often drive technological advancement while advances in technology enable scientists to make new or deeper inquiry.

Figure 2: The Practices of Science

Demonstrating WOTD		
Investigating	Evaluating and Reasoning	Developing and Evaluating Solutions
Posing questions and defining problems	Communicating, evaluating and defending ideas with evidence	Using and developing models
Designing investigations	Making informed decisions and taking responsible actions	Constructing explanations and designing solutions
Conducting experiments and testing solutions	<p style="text-align: center;">Age-appropriate Activities and Questions</p>	
Analysing and interpreting data		

Aim and What we need highlight the aim and resources for the activity.



Name: _____ Class: _____ Date: _____

Activity 10: Junior botanists

Aim: To find out about the different plant parts.

What we need: A magnifying glass.

Let's Inquire

- As a junior botanist in your school, take a walk in your school garden. Observe the diversity of plants found in the garden. You may use a magnifying glass to observe details of the plants around you.

When we observe, we use our senses to gather information about plants and their parts.

Be careful when walking in the garden.

Plant System 1

Let's Inquire shows the relevant ways of thinking and doing Science that we will develop as we carry out the activities.



4. Write your predictions in the table below. Discuss your predictions in groups.

Object	Will it be visible in light or in a dark environment?	
	Prediction (Can you see the object?)	Observation (Can you see the object?)
1.		
2.		
3.		

- Place object 1 in the light box and seal the light box with the side as per:
- Place the beetle covering over the light box. All on the holes on the beetle covering with the viewing glass on the light box.
- Look through the viewing hole and observe if you can see object 1 in the light box. Record your observations in the table in step 4.
- Repeat steps 5 to 7 for objects 2 and 3, one at a time.
- Based on your observations, complete the sentences below.
When the light box is completely covered, there is no _____ entering the box.
Hence the objects in the light box: _____ be seen.

24 Chapter 1

Character prompts elicit the thinking and explaining process, and model the process of inquiry.



Check for Your Understanding provides multiple-choice and structured questions at the end of the topic for us to consolidate our learning.



Name: _____ Class: _____ Date: _____

Check for Your Understanding

Section A Multiple-choice questions
For questions 1-4, a multiple-choice question is given. One of two or three correct answers is indicated by a bracket provided.

- The diagram below shows the digestive system.

Which part of the digestive system shows the gut? ()

A. A
B. B
C. C
D. D

- Which human system helps us to exchange gases with the surroundings? ()

A. Skeleton
B. Digestive
C. Circulatory
D. Respiratory

Health System 45

Let's Conclude supports us in consolidating learning after an activity.



- Based on your observation on the previous page, what caused the temperature of the potato and the water to change at the end of the video?

Potato	The temperature of the potato _____ because it _____ heat to the _____.
Water	The temperature of the water _____ because it _____ heat from the _____.

Let's Conclude

- Heat is a form of _____.
- When an object gains heat, the temperature of the object _____.
- When an object loses heat, the temperature of the object _____.
- When two objects with _____ temperatures are in contact with each other, heat will flow from the object with the _____ temperature to the object with the _____ temperature.

Heat 23

Section B Structured questions
For questions 5 and 6, write your answer in the space provided.

- Chen had three uniform rods made of materials X, Y and Z. He wanted to find out which material is the best conductor of heat. He set up the experiment as shown below.

The time taken for the wax to melt and the drop to fall from each rod was recorded in the table below.

Material of the rod	Time taken for the drop to fall (in minutes)
X	11
Y	10
Z	5

Heat 27

Learning: 4 Knowledge Domains

Factual Knowledge (Head Knowledge)	Conceptual Knowledge	Procedural Knowledge	Metacognitive Knowledge (Critical, Adaptive & Inventive Thinking)
Learning and memorising facts Be accurate and fluent Building onto prior knowledge “At your fingertips”	Big ideas in Science Reading for understanding Organising facts and ideas	Practices of Science: Demonstrating Ways of Thinking and Doing Logical steps	Thinking individual Reflecting on own learning Making connections and meaning Copying Vs Note-taking

Key Programmes

Primary 3

Hydroponics

Primary 4

Design & Make Food
Delivery Box



Tips for Parents to Support your child



Weighted Assessments and Year-End Examinations

Supporting your child's first steps into formal assessment.



Assessment Weightage

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

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

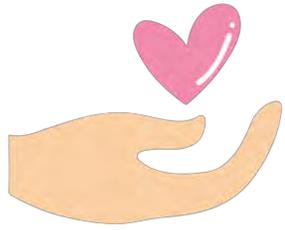
- Support your child in viewing **setbacks as learning opportunities**, while **acknowledging feelings** of frustration or sadness as part of the process. This will help **promote a growth mindset** – the believe that their abilities can be developed through dedication, effort, and learning from challenges.
- **Manage your own expectations and stress**, as these can place additional pressure on your child. Reassure your child that they are loved regardless of academic performance.

Supporting
your child

Understanding Mental Health and Well-Being

Mental health: Beyond what you might expect

School: Farrer Park Primary School



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.

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

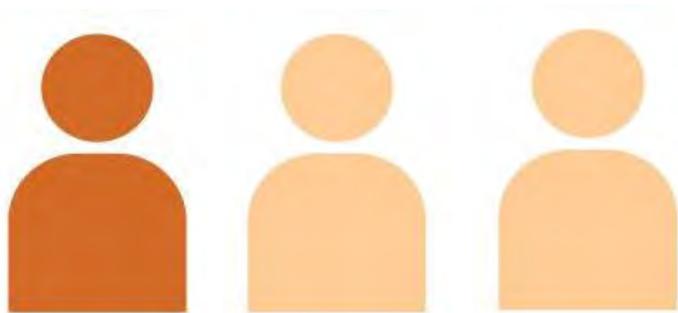
What does the data tell us?

Did you know?

Singapore Youth Epidemiology and Resilience Study (2023)*

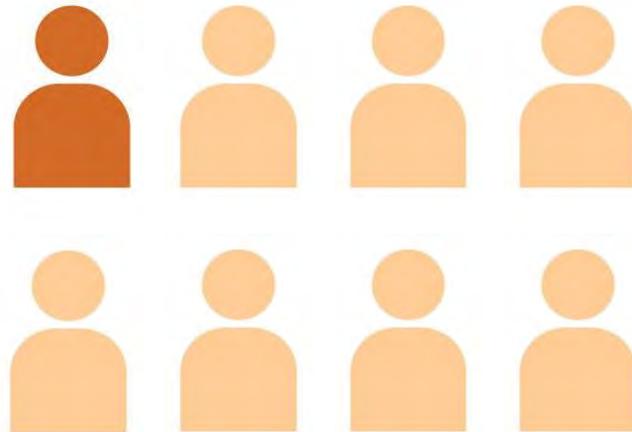


1 in 3 youths (37.2%) in Singapore, aged 10-18, experienced symptoms such as sadness, anxiety and loneliness⁺



+ based on self-reporting scores

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



Common mental health conditions experienced by children and youth include:



Generalised Anxiety Disorder
(2.75% of those diagnosed)



Major Depressive Disorder
(2.37% of those diagnosed)

Graphics Source: Parenting for Wellness Toolbox

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

Did you know?



**Tinkle
Friend**

Source: The Straits Times, 2024

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.

What Will Your Child Learn in School?

Find out what your child will learn about **Mental Health and Well-being** during **CCE (FTGP)*** lessons and other programmes.

*Character and Citizenship Education (Form Teacher Guidance Period)

Primary 3 and 4

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

Strengthening Resilience and Well-being

- Developing resilience

Strengthening Sense of Self & Purpose

- Developing deeper self-understanding
- Setting meaningful goals

Building Positive Relationship

- Practising gratitude
- Building friendships and supporting peers

Overcoming Challenges; Managing Changes and Transitions

- Embracing new roles and challenges
- Managing physical and emotional changes during development

We Change as We Grow ②

How I Can Support My Friend

C H E E R

- Calm them down**
 - Give your friend time to cool down.
 - Ask your friend to take deep and slow breaths to calm his/her feelings.
- Hear them out**
 - Listen attentively to your friend's words and feelings.
 - Keep an open mind and do not judge.
 - Do not interrupt.
- Empathise with them**
 - Show interest.
 - Check if you had understood your friend's issue and feelings correctly.
- Encourage seeking help**
 - Encourage your friend to tell a trusted adult such as a parent, teacher or school counsellor.
- Refer to a trusted adult**
 - Tell a teacher if you are worried your friend is in danger or may hurt himself/herself or others.

Taken from P4 CCE Journal P.7



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

Extending CCE beyond school

Explore the Mental Well-being messages with your child

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

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

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: _____ _____		

- 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

School Programmes and Initiatives to support students' mental health

- Mental Health Talk for all Students
- Stress Management Talk for Upper Primary Students
- Mindful Practice
- FTGP Lessons

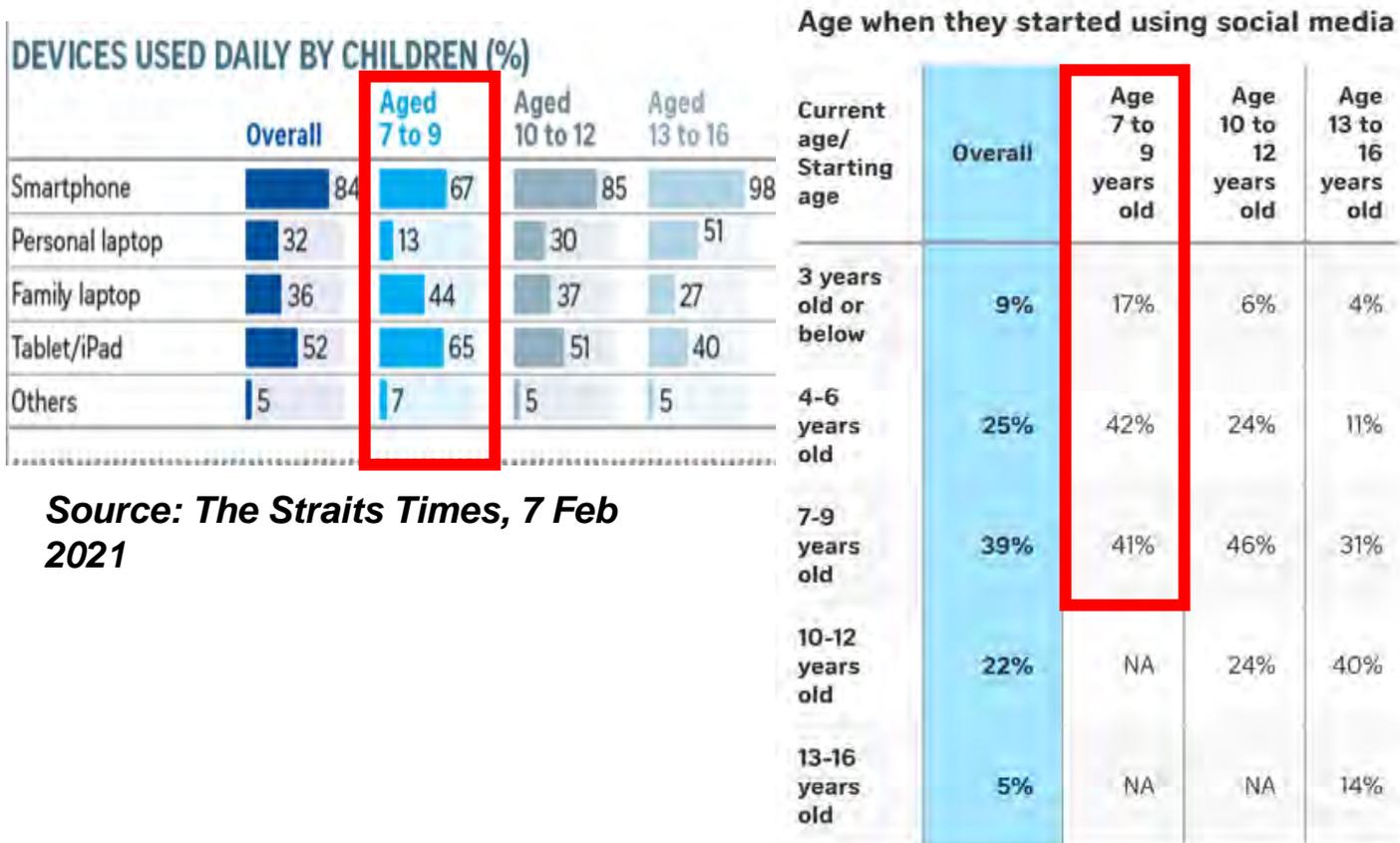
Primary 3 FTGP Lessons	Primary 4 FTGP Lessons
<ul style="list-style-type: none">• Appreciating Me• I Think, I Feel, I Act• I am Resilient	<ul style="list-style-type: none">• We Change as We Grow• Overcoming Challenges

Parenting with confidence: Cyber Wellness



What is Cyber Wellness?

67% of children aged seven to nine in Singapore use smartphones every day, and are active on social media



Source: The Straits Times, 7 Feb 2021

Parents may not be aware of the online risks

Parents might not be aware, but...

1 in 3 children has chatted with strangers online

1 in 3 children has been exposed to pornographic materials

1 in 4 children has overshared their personal information

Source: MLC-TOUCH Parent Child Poll Findings, 22 Aug 2023

What is Cyber Wellness?

- **Cyber Wellness is about our students being able to navigate the cyber space safely.**
- **This is done through our 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.**

What will students learn about Cyber Wellness during CCE (FTGP) lessons?

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

Balanced use of digital devices

- Time management and spending time on screen-free activities

Netiquette

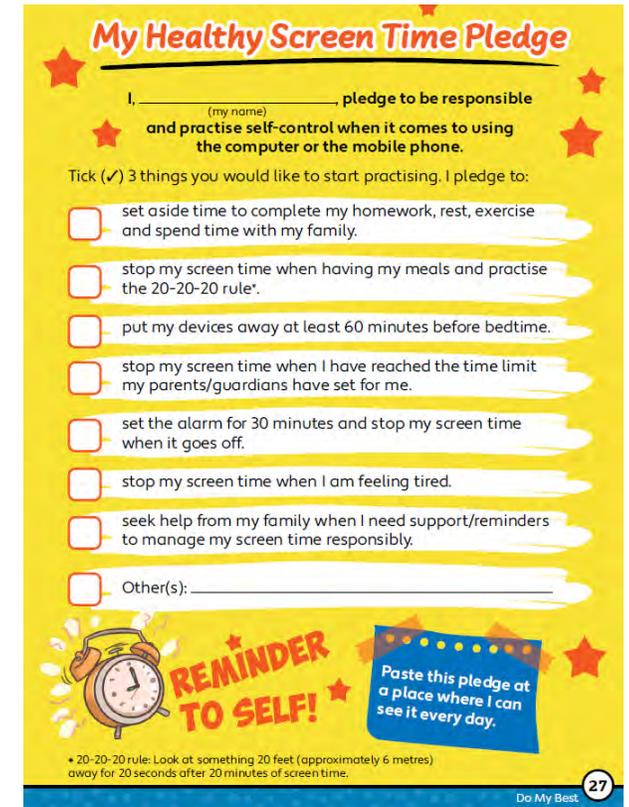
- Show respect to others online
- Be considerate when posting opinions online
- Reflect on how our interactions can affect others online

Stand up against cyber bullying

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

How to stay safe online

- Steps to take to determine if an online friend is trustworthy



My Healthy Screen Time Pledge

I, _____, (my name) pledge to be responsible and practise self-control when it comes to using the computer or the mobile phone.

Tick (✓) 3 things you would like to start practising. I pledge to:

- set aside time to complete my homework, rest, exercise and spend time with my family.
- stop my screen time when having my meals and practise the 20-20-20 rule*.
- put my devices away at least 60 minutes before bedtime.
- stop my screen time when I have reached the time limit my parents/guardians have set for me.
- set the alarm for 30 minutes and stop my screen time when it goes off.
- stop my screen time when I am feeling tired.
- seek help from my family when I need support/reminders to manage my screen time responsibly.
- Other(s): _____

REMINDER TO SELF! Paste this pledge at a place where I can see it every day.

* 20-20-20 rule: Look at something 20 feet (approximately 6 metres) away for 20 seconds after 20 minutes of screen time.

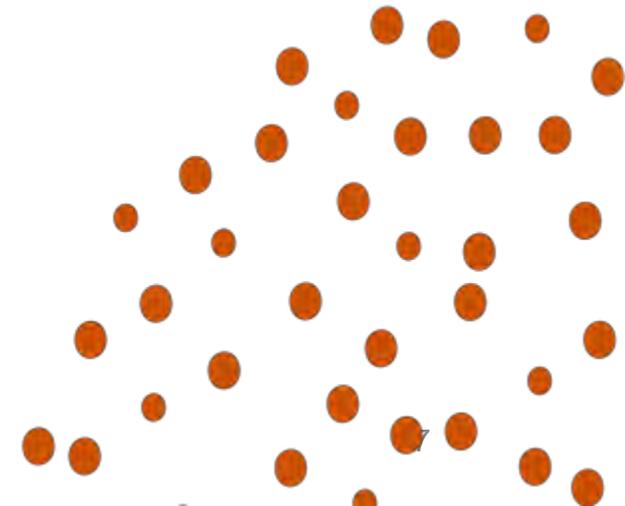
Do My Best 27



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

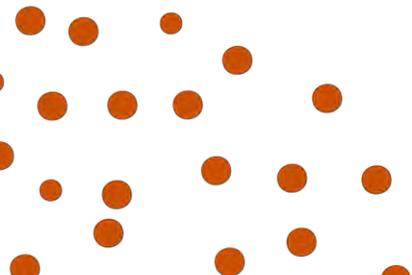
What other Cyber Wellness programmes do we have for our students?

- P3 to P6 Cyber Wellness Ambassadors Training Programme
- Cyber Wellness Awareness Day
- Safer Internet Day in collaboration with Total Defence Day
- Assembly Talks on Cyber-related issues conducted by external vendors (e.g. TOUCH Cyber Wellness, The Cyber Security Agency of Singapore (CSA), Singapore Neighbourhood Police)
- Post-exam cyber wellness poster design competition



What are the school rules on digital device use?

- **Use of mobile devices**
 - Responsibility for safekeeping of devices
 - Consequences for unauthorised or unpermitted use of a mobile device



How can parents help their child develop good digital habits?

- **Role model** good digital habits
- Have **regular conversations** with your child
- Discuss and **develop a timetable** with your child
- Achieve a **balanced screen time**
- **Use parental controls**

Page 1 of 2

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?"



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Part of these resources were adapted from the Planning Strategies Program (<https://www.perseris.gov.sg/psp>) and the Partnership Parenting (PP) Program (in consultation with the Program Lead, Prof. Ian Hare, Nippon Institute of Management, University). Use of the material 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 Screen 5 of the website.

you've got this

School-Home Partnership



The Crucial Role of Parents

Your partnership with the school: Supporting your child together.

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

3 areas where we can work together to foster SHP

1 Respectful
Communication



2 Role Models

3 Real
Connections

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.

Real Connections

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

Teach children to recognise
and communicate their
emotions effectively

Build strong
bonds through
shared
experiences and
meaningful
conversations

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



We value your partnership to raise a *'Happy, Kind, and Confident Generation Together'*

**1 Respectful
Communication**



2 Role Models

**3 Real
Connections**

Parenting Resource: *Parenting for Wellness*

Keen to find out more about building strong parent-child relationships, supporting our children's mental well-being, and parenting in the digital age?

For more bite-sized resources (practical tips and strategies), scan the QR code on the right to download a copy of the **Parenting for Wellness Toolbox for Parents**.

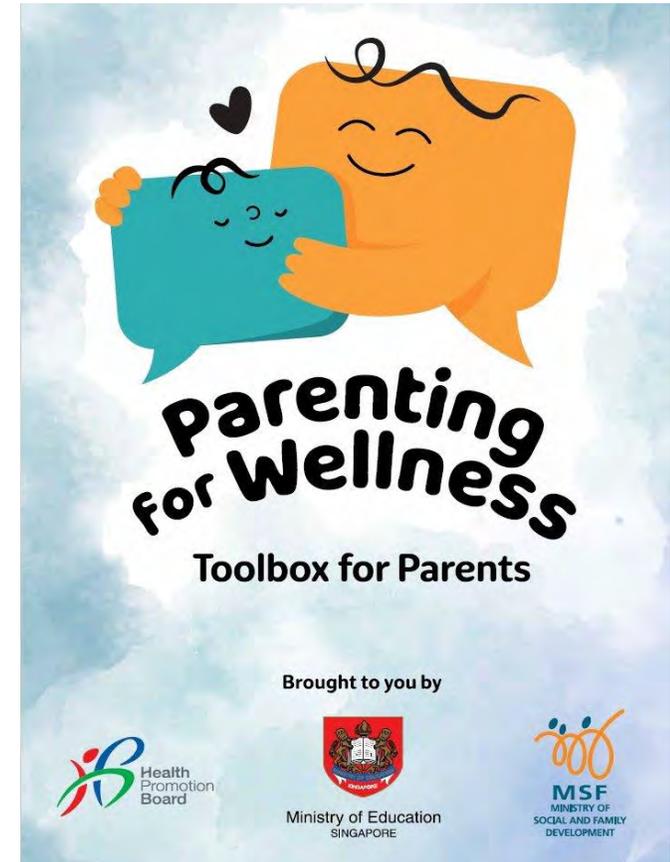


<https://go.gov.sg/pfw-toolbox-for-parents>



<https://go.gov.sg/hpbpfw>

For personalised access to the full suite of parenting resources, check out the **Parenting for Wellness website** on Parent Hub (hosted by HPB)! Scan the QR code on the left to access the website.



Questions Raised during FPPS Connects

Question	Response
What are the learning programmes available for the higher progress learners in P4?	We have the Excellence 2000 (E2K) Programme for Mathematics and Science at P4 level.
Is there a Higher Mother Tongue option for the Hindi Language?	There is no higher mother option for the Hindi language. For more information regarding Mother Tongue languages beyond Chinese, Malay and Tamil languages, do visit https://bttsal.com/ .
What are the consequences for unauthorised or unpermitted use of mobile devices in school?	In the event of unauthorised or unpermitted use of mobile devices, please refer to Page 11 of the Student Handbook.

Thank you !

