



2025 Parents Briefing (Primary 4)



Welcome!



FUTURE-READY LEARNERS, ROOTED IN VALUES
SEMBAWANG PRIMARY SCHOOL

Agenda

1. Introduction and SBPS Strategic Direction
2. Important Dates
3. Student Development Experiences in Primary 4
4. Support for the Primary 4 Students
5. Subject-Based Banding (SBB)
6. Cyber Wellness
7. School-Home Partnership



School's Strategic Direction



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MOE's Key Directions

Future of Learning

A movement to transform *what and how our students learn* so that they are able to *thrive and harness opportunities* in our *rapidly changing world*

Strengthen 21CC



Reimagine learning spaces and partnerships to provide rich learning contexts

Educational Technology as capability multiplier



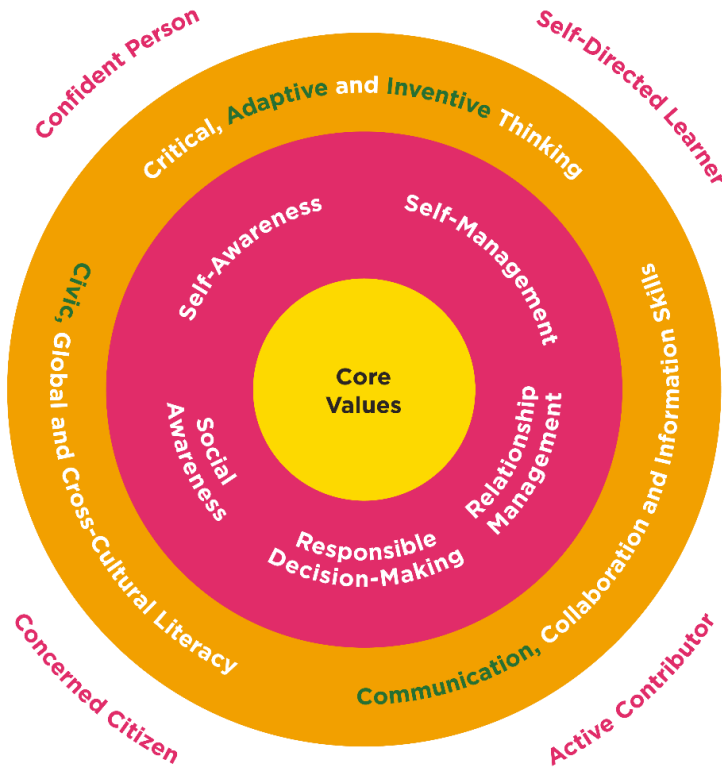
Enhanced Framework for 21CC

Adaptive Thinking

- **Confident** in navigating situations without established answers
- **Resilient** in the face of failure
- **Nimble** in responding to changing contexts

Civic Literacy

- **Discerning** to critically assess online information and evaluate societal issues holistically
- **Willing to act** with shared commitment and ideals when engaging with social and global issues, while remaining rooted in the Singapore context



Inventive Thinking

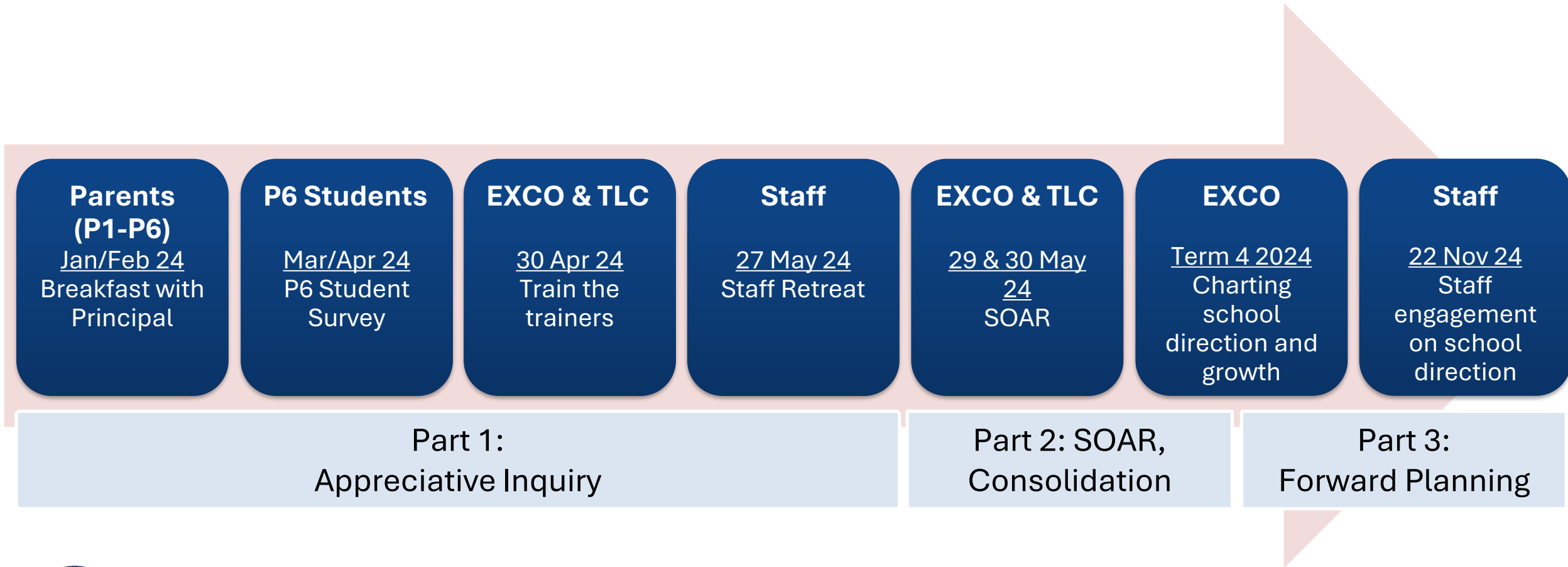
- **Curious** and **reflective** about what they learn, while being driven by a sense of purpose
- **Cognitively flexible** in approaching problem-solving

Communication

- **Courageous** and **spontaneous** in communicating ideas to persuade others
- **Open-minded** and **empathetic** when collaborating across cultures



Collectively Redefining Our Strategic Direction



Our School Vision

Future-Ready Learners, Rooted in Values

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

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



Our School Mission

Nurturing Future-Ready Learners in a Vibrant Community

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

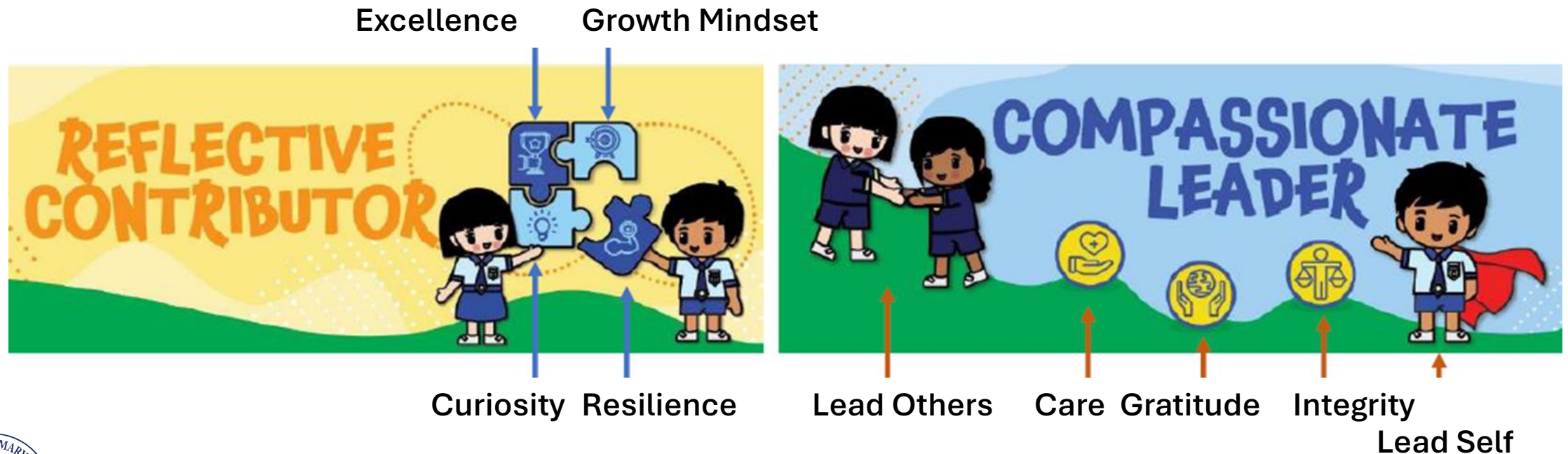
A **vibrant community** makes *learning an adventure* and promotes student agency. We achieve this through designing, creating and building (1) a caring and enabling environment, (2) engaging learning experiences and spaces, and (3) meaningful collaboration with key stakeholders and partners.



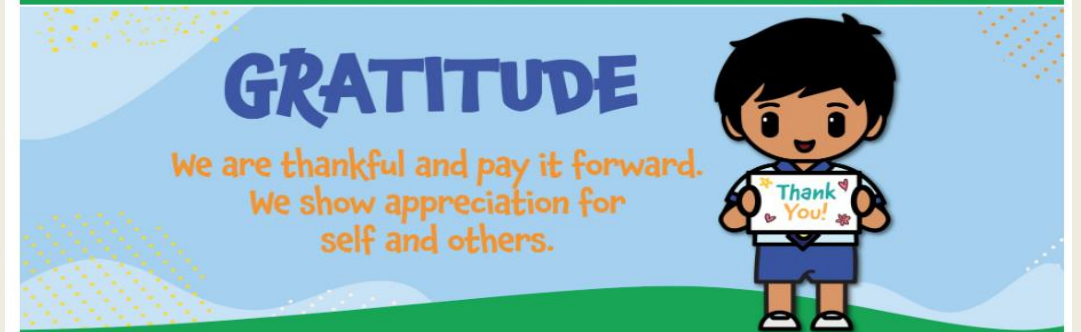
Student Outcomes

A *Reflective Contributor* has a **Growth Mindset** towards learning and displays the values of **curiosity, excellence** and **resilience**.

A *Compassionate Leader* is able to **lead self and others** by contributing to the community and displaying the values of **care, gratitude** and **integrity**.



Our School Values



Important Dates



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Important Dates

School Year 2025

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

Note:

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



Important Dates

Major School Events

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



Important Dates

2025 PSLE Dates (Tentative)

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

* *non-school days for students*



Student Development Experiences in Primary 4



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Student Development Experiences in P4

- Museum-based Learning (Term 1 Week 3)
- Interdisciplinary Learning Journeys to Kreta Ayer & Road Safety Park
- Experiential Learning Week (19 to 27 May)
- National Education Programmes (Termly)



Support for Primary 4 Students



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Support for the P4 students

- Termly Check-ins
- Lessons on Growth Mindset
- Target Setting
- Year Head's Time
- Form Teachers' Guidance Period (FTGP)
- School-based Dyslexia Remediation (SDR), Reading Remediation Programme (RRP), Learning Support for Mathematics (LSM)
- Remedial Lessons
- Reading Circles (EL), E2K Math and Science Enrichment



Subject-Based Banding (SBB)



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What is SBB?

Take a **combination** of subjects at standard and foundation levels based on **strengths** and **readiness**



Why SBB?

- Caters to **diverse learning needs** of students with varying abilities
- **Stretch** potential in subjects they are strong in
- **Build up** understanding in subjects they need more help in
- **Level up** students to achieve better results



P5 & P6 Curriculum

- **Core subjects:** English, Mathematics, Science and Mother Tongue Language* in either standard or foundation level
- **Common subjects** (not classified by standard or foundation): Social Studies, Character and Citizenship Education (CCE), Art & Craft, Physical Education (PE), Health Education, Form Teacher Guidance Period (FTGP)

**Unless exempted or granted permission to take an alternative language by MOE*



Comparison of Standard & Foundation Subjects

- Foundation subjects focus on mastery of **core content and skills**
- They are pitched at a **lower level** as compared to the same subjects at standard level
- They may cover fewer topics than standard subjects or the concepts covered are not as in-depth



Comparison of Standard & Foundation Subjects

- Example:
 - P5-6 standard Math syllabus is an extension of the concepts learnt in P1-4 standard Math syllabus
 - P5-6 foundation Math syllabus re-visits the important concepts and skills taught in P1-4 and introduces only a portion of the new concepts taught at standard level



Comparison of Standard & Foundation Subjects

- Students taking 4 standard subjects have the same number of periods as students taking 4 foundation subjects

4 Standard Subjects	Periods / Week
EL (S)	12
Math (S)	9
SC (S)	6
MTL (S)	9
TOTAL	36

4 Foundation Subjects	Periods / Week
EL (F)	14
Math (F)	12
SC (F)	5
MTL (F)	5
TOTAL	36

↑ Same ↑



SBB Process

P4	P5	P6
<ul style="list-style-type: none"> • Student sits for school-based examinations. • School recommends a subject combination based on student's results. • Parental Option Form is given at the end of P4 and parents will make the final decision on their child's subject combination. 	<ul style="list-style-type: none"> • Student takes the subject combination chosen by parents. • Student sits for school-based examinations. 	<p>Student takes the subject combination decided by the school.</p>
	End of P5	End of P6
	<p>School recommends a subject combination based on student's results.</p>	<p>Student sits for PSLE.</p>



Descriptors for Achievement Bands & Grades (P4)

Achievement Band	Mark Range	Descriptor
Band 1	85 and above	Is very good in the subject
Band 2	70 - 84	Is good in the subject
Band 3	50 - 69	Has adequate grasp of the subject
Band 4	Below 50	Has not met the minimum requirements for the subject

**Student Handbook pg. 17*

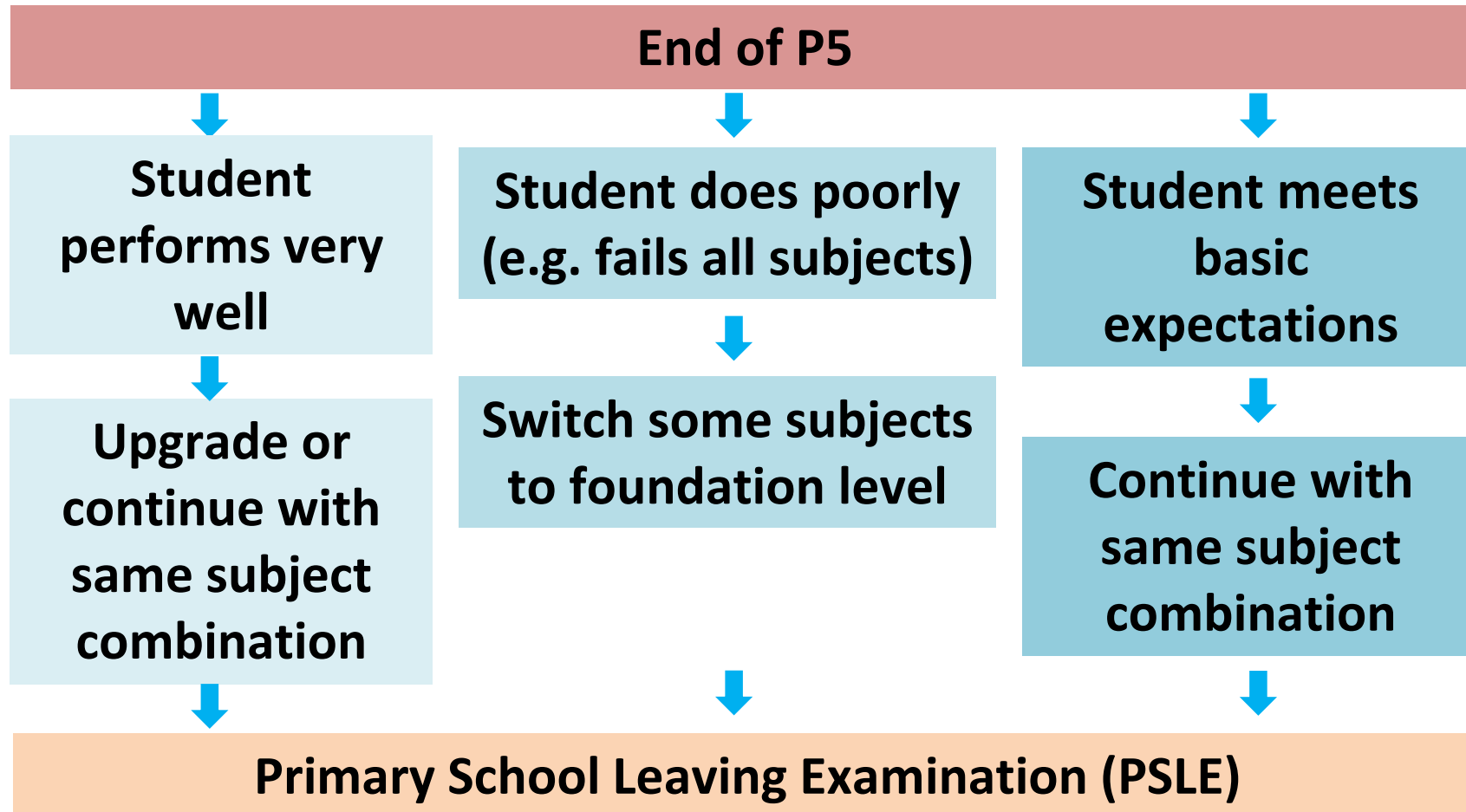


School's Consideration & Recommendation at P4

Student's P4 Results	Recommended P5 Subject Combination
Obtains good passes in all 4 subjects (EL, MA, SC & MTL)	4 standard subjects + Higher MTL (4S1H) → Standard EL, MA, SC → Higher Mother Tongue Languages (CL/ML/TL)
Passes all 4 subjects	4 standard subjects (4S) → Standard EL, MA, SC & MTL
Passes 3 subjects	4 standard subjects (4S) → Standard EL, MA, SC & MTL
Passes 2 subjects or fewer	3 standard subjects + 1 other foundation subject (3S1F) ; OR* → Standard EL, MA, SC + Foundation MTL 1 standard subject + 3 other foundation subjects (1S3F) ; OR* → Standard MTL + Foundation EL, MA, SC 4 foundation subjects (4F) → Foundation EL, MA, SC & MTL



School's Consideration & Recommendation at P5



Subject Combination Offered

- School may not be able to offer all possible subject combinations
- Considerations:
 - Number of students selecting that particular subject combination (minimum of 5 students)
 - Availability of teachers and facilities
- Students taking different subject combinations may be placed in the same class



Higher Mother Tongue Languages (HMTL)

- Students who choose to do HMTL will sit for two separate papers, one MTL and the other HMTL paper during school examinations
- HMTL has no bearing on the PSLE score. The MTL marks will be computed in the PSLE Score and the HMTL marks will be graded as 'Distinction', 'Merit' or 'Pass' or 'Ungraded'
- 2 periods (1h) of HMTL lessons will be conducted in the afternoon



Eligibility of HMTL in Secondary School

- The eligibility criteria for taking HMTL is intended to ensure that students can cope with the higher academic load and takes reference from the current criteria.

ELIGIBILITY CRITERIA FOR SECONDARY SCHOOL HMTL

(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 HMTL



Eligibility of HMTL in Secondary School

- For students who do not meet the above criteria, secondary schools will continue to have the flexibility to offer HMTL to students, if they are assessed to have high ability and interest in MTL and are able to take HMTL without affecting their performance in other subjects.

ELIGIBILITY CRITERIA FOR SECONDARY SCHOOL HMTL

(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 HMTL



Expectations of HMTL

- Higher requirement of self-discipline and independent learning
- Greater commitment – extra lessons conducted in the afternoon



Dropping of HMTL

- Dropping of HMTL will only be allowed after P5 EYE, subject to approval. Parents will need to write to the school formally for the option to be considered
- Students who are not coping well with HMTL and/or other 4S subjects will be asked to drop HMTL at the end of P5



Important Considerations

- Can my child cope with HMTL?
- Does your child read books in the mother tongue widely?
- How will HMTL help my child achieve his/her aspirations?
- What are my child's strengths?
- How will the subject combination advantage / disadvantage my child?



SBB Timeline (tentative)

Date	Activity
11 Nov 2025 (Tue)	Students will collect report books and “Subject-Based Banding Parental Option Form” from FTs
12 Nov 2025 (Wed)	Students will return report books and “Subject-Based Banding Parental Option Form” to FTs
14 Nov 2025 (Fri)	Discussion with the school leaders if parental option differs from school’s recommendation
19 Nov 2025 (Thu)	Students will be informed of their classes in Y2026



Cyber Wellness



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School-based Cyber Wellness Programmes

1. Cyber Wellness Assembly Talks
Focus Area: Cyber Security, Cyberbullying, Screen Time, Media Multitasking & Devices
2. Intervention Programme for identified at-risk students



Online games – Should you be concerned?

- Online games are everywhere, and complex games can be played on the go via smartphones.
- While gaming is fun and can bring about positive impact on children, it can create some negative impacts as well.
- For more content to support your parenting in the digital age and more, please scan the QR code to access the Parenting for Wellness Toolbox for Parents.



What are some ways to reduce the risk of negative impact of online games?

Parents can take note of the following:

- Does the game require your child to **play with others online**?
 - Not all games require an online connection.
 - **Games that require players to play with others online** will have **some risks** such as cyber bullying or attracting unwanted attention from strangers.
- Is the game **age-appropriate**?
 - Video game ratings can be found on the IMDA website.
 - Age ratings on games can be found on app stores.



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

- 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.
- If 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 by Touch Community Services at **1800 6123 123**.



Conversation tips on
gaming concerns



Look out for these signs ...

- Your child is **spending increasing periods** gaming or on the Internet before he/she is satisfied
- He/she **becomes irritable or even violent** if gaming or Internet usage is disallowed
- The excessive amounts of time on gaming or the Internet is **affecting his/her academic performance and health**
- He/she **forgoes social events or replaces hobbies** with cyber gaming or online activities
- Even if your child wants to curb his/her gaming or online activities, he/she is **unable to do so for a sustained period of time.**



School Home Partnership



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



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

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



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

Keeping children healthy in the digital age: 4 areas for early intervention

1. Eat Well

What's happening: Nearly 44 per cent of five-year-old children in the Gusto (The Growing Up in Singapore Towards Healthy Outcomes) cohort study were found in 2022 to have unhealthy eating habits. They consumed more fries, processed meat, biscuits and ice cream – items with high contents of saturated fat and refined carbohydrates – than children who ate healthily.

Why it matters: Shaping the food preferences of children now will help them maintain healthy diets as they grow older. Poor nutrition can lead to health issues, such as raised blood glucose and diabetes later on in life, for instance.

Goal: Keep eating fruit and vegetables every day, and don't forget to drink plain water.

2. Sleep Well

What's happening: About 65 per cent of school-age children in Singapore do not meet the recommended nine to 11 hours of sleep on school days, according to a 2022 report.

Why it matters: Insufficient sleep in school-age children has been associated with poorer academic performance, sleepiness during the day, depressive symptoms and poor social competence, the study said. The risk of mental health conditions, childhood obesity and related chronic health conditions goes up if poor sleeping habits persist into adulthood.

Goal: Sleep at least nine hours nightly

3. Learn Well

What's happening: Most children do not meet recommended screen time guidelines – only 41 per cent of eight-year-old children meet the recommendation of less than two hours of recreational screen time a day.

Why it matters: Inappropriate and excessive screen use displaces other activities, such as sleep, physical activity, interactions with friends and family, and is associated with increased obesity and poorer mental health and well-being.

Goal: Limit recreational screen use to less than two hours a day, if you are 7-12 years old.

4. Exercise Well

What's happening: Only 52 per cent of eight-year-old children were involved in organised sports activity during the week. Since 2013, the proportion of school-going children under 18 who are overweight has risen from 11 per cent to 13 per cent.

Why it matters: Insufficient physical activity can lead to children becoming overweight or obese, and other health issues.

Goal: Be active and exercise for at least an hour every day.



No devices for kids at meals and turn off the TV: Singapore issues stricter screen use guidelines



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

PHOTO: NG SOR LUAN

New MOH guidelines on screen use for children under 12



BELOW 18 MONTHS



- No screen use unless for interactive video chatting
- Do not leave screens on in the background when child is engaged in other activities

18 MONTHS TO 6 YEARS



- Limit screen use to less than an hour a day outside school
- Passive screen use not recommended
- View media together with children where possible
- Do not use screens to occupy or distract child
- Carefully choose age-appropriate educational content
- Do not leave screens on in the background
- No screens during meals and 1 hour before bedtime

7 TO 12 YEARS



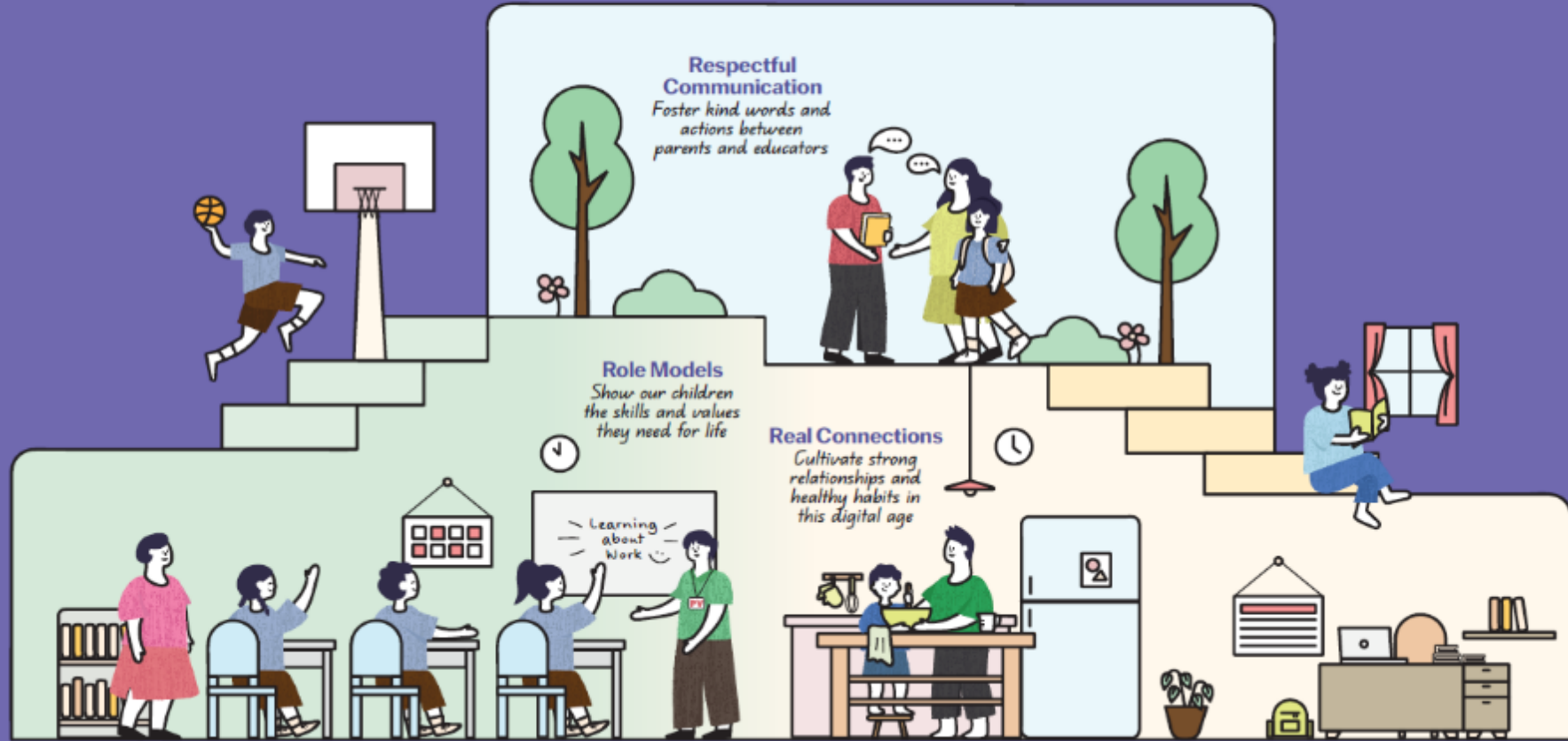
- Limit screen use to less than 2 hours a day, unless related to schoolwork
- Develop a screen use plan or timetable
- Have regular conversations with children to find out their online activities
- Do not give children mobile devices with unrestricted access
- Use parental control settings to ensure children access age-appropriate content and apps
- Do not give children access to social media services
- No screens during meals and 1 hour before bedtime

SOURCE: MINISTRY OF HEALTH

Our children do best when schools and parents work hand in hand to support them.

Guidelines for School-Home Partnership

Raising a Happy, Confident, and Kind Generation Together



A joint effort in 2024 by the Ministry of Education and COMPASS





Support our Parent Support Group (PSG)

A team of dedicated parents supporting each other in nurturing their children. Network, share and learn with fellow parents by involving yourself in initiatives such as Parenting Workshops and Career Talks for P5 and P6 students.



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



3 areas we can work together on to foster School-Home Partnership

1 Respectful Communication

2 Role Models

3 Real Connections



Respectful Communication

Foster kind words and actions between schools and educators



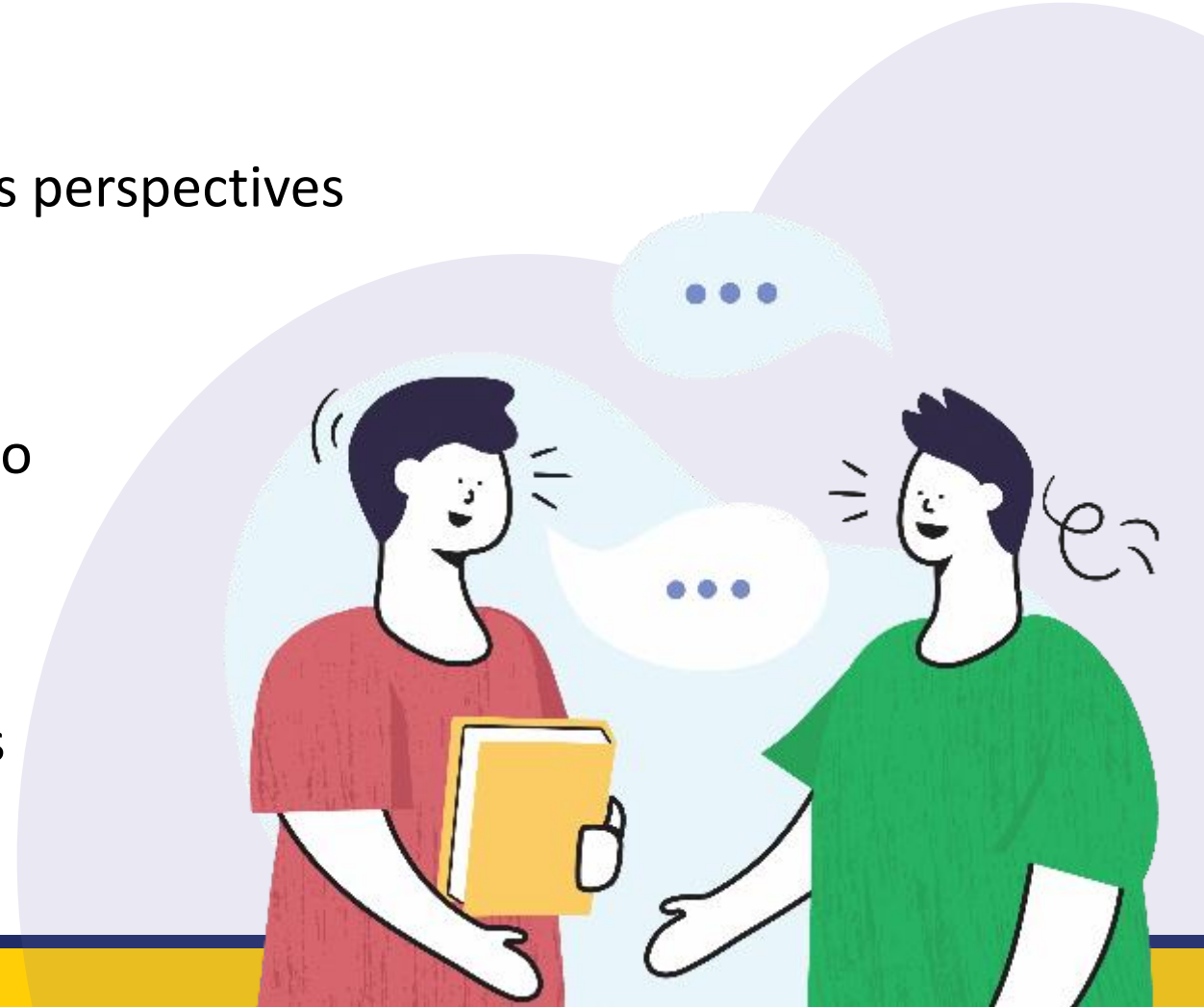
Listen to and understand each other's perspectives and concerns regarding each child



Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers



Respect each other's time by communicating during working hours



Engagement Charter

- The partnership between schools and parents is an essential one.
- By promoting mutual courtesy and respect in our interactions with each other, we can be good role models for our children and build authentic partnerships that will better benefit our children.



Role Models

Show our children the skills and values they need for life



Find joy in everyday experiences with our children



Instill confidence by encouraging responsibility and believing in our children's abilities



Model good values in words and actions



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



Real Connections

Cultivate strong relationships and healthy habits in this digital age

Establish good habits for our children to stay confident and in control of their technology use



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

Build strong bonds through shared experiences and meaningful conversations



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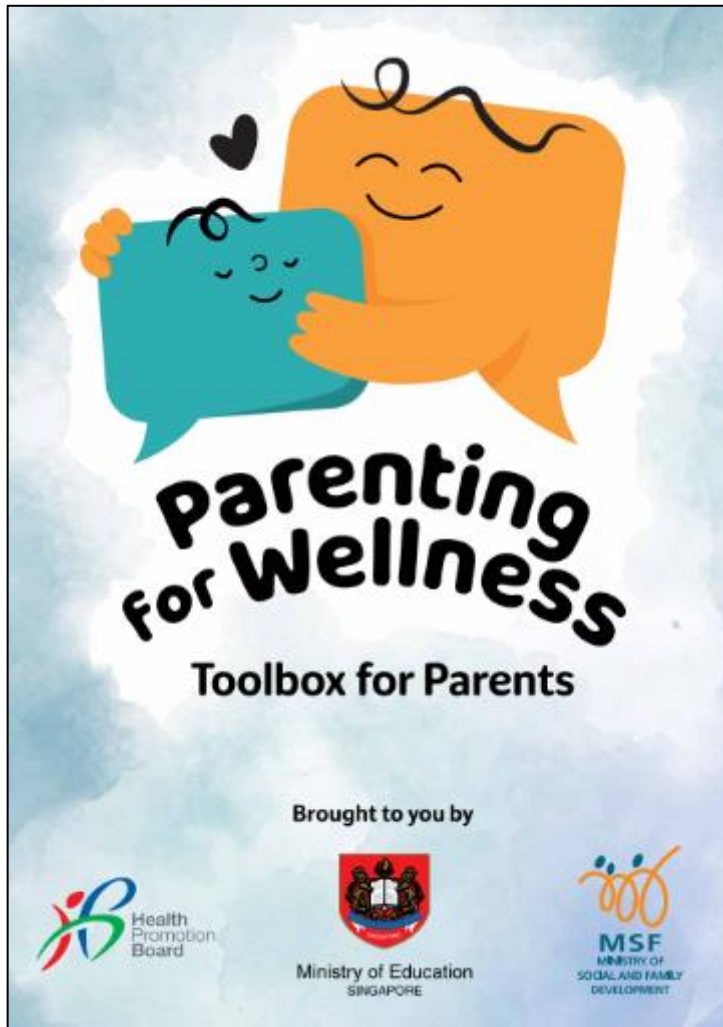
An infographic titled "Helping Your Child Build Healthy Relationships" from the Singapore Government's "You've Got This" series. It includes a QR code, a photo of a family, and text explaining that healthy relationships contribute to a child's well-being. It lists "Things You Can Do" such as exposing children to social situations, encouraging them to make friends, and listening to their problems. It also includes a "Things You Can Say" section with conversation starters like "When you see your friend struggling, put yourself in their shoes..." and "If you ever feel pressured to do something or be someone you are not in order to fit in, please know that you can come to me to share your thoughts and struggles..."

An infographic titled "Helping Your Child Thrive in the Online Space" from the Singapore Government's "You've Got This" series. It includes a QR code, a photo of a child using a laptop, and text explaining the importance of helping children understand different viewpoints online. It lists "Things You Can Do" such as encouraging an open mind, practicing empathy, and using the S.U.R.E. acronym (Source, Understand, Research, and Evaluate). It also includes a "Things You Can Say" section with conversation starters like "Why do you think they said that?" and "Is your message respectful and empathetic?"



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

Latest Resource: Parenting for Wellness Toolbox



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

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



How can parents help their child develop good digital habits?

- As parents/guardians, you play a significant role in helping your child establish healthy digital habits, and learn to use technology in a positive and meaningful way.
- Here are some ways:
 - **Role model good digital habits** for your child/ward (e.g. parents/guardians not using devices during mealtimes).
 - **Have regular conversations with your child** to better understand what they do online, how to stay safe and how to use technology in a responsible manner.
 - **Discuss and develop a timetable with your child** to moderate their time spent on screens.
- For more content to support your parenting in the digital age and more, please scan the QR code at the top right-hand corner to access the **Parenting for Wellness** Toolbox for Parents.



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?"



How can parents better support their child's digital habits?

Achieving balanced screen time

- **Screen time** refers to the amount of time spent using devices each day. Having some screen time can be beneficial, such as when your child uses devices to learn and connect with others.
- However, it is important to be aware that **spending an excessive amount of time using devices is unhealthy**, as it is associated with insufficient good quality sleep, sedentary behaviours, increased obesity, and poorer mental health and well-being.
- **Discuss and develop a timetable** with your child to moderate their time spent on screens.
- Children aged 7 – 12 should have **consistent screen time limits**.

Using parental controls to manage device use and stay safe online

- **Parental controls** refer to a group of settings that put you **in control of what your child can see and do on a device or online**.
- Such controls can allow you to **supervise and monitor your child's online activities and protect them** from inappropriate content, online sexual grooming, cyberbullying and other online risks.
- Parental control settings can be used to **monitor and limit screen time** as agreed with the child.

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



How can parents better communicate with their child on digital habits and matters?

Providing a safe space for conversations

- It can be challenging to grapple with uncomfortable feelings and negative thoughts.
- Children may hesitate to share their true thoughts and feelings with their parents, as they may fear being judged or misunderstood.
- **You can let your child know that it is normal to feel or think the way they do, and that they can feel safe expressing themselves with you.**

Role modelling respectful conversations

- When your child learns to engage in respectful conversations, they become a better communicator and friend.
- **Parents are in the best position to role model these skills** through daily interactions with your child.
- **Listen to understand**, instead of listening in order to give advice and offer solutions.

Have regular and open conversations

- **Have regular conversations** to better understand what your child does online.
 - Is it school work or are they engaging in recreational activities?
 - 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?”
- **Communicate your actions and rationale.** Let your child know you care for them and want them to be safe online.

Additional Resources:




Parenting for Wellness



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

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



Check out more resources from MOE

Parent Kit



Parent Kit

www.moe.gov.sg/parentkit

Each Parent Kit issue contains bite-sized actionable tips with supporting resources for parents to help them support their child in their education journey.

MOE Social Media Platforms



www.instagram.com/parentingwith.moesg



www.facebook.com/moesingapore



www.instagram.com/moesingapore



www.youtube.com/moesingapore



Thank You • Terima Kasih • 谢谢 • நன்றி