



# 2025 Parents Briefing (Primary 5)



# Agenda

1. Introduction and SBPS Strategic Direction
2. PSLE, DSA and Secondary 1 Posting matters
3. Remaking Secondary School Pathway
4. Student Development Experiences in P5
5. Support for the Upper Primary Students
6. Cyber Wellness Matters
7. School-Home Partnership



# School Leaders and Key Personnel

Name	Designation
Mr Ng Aik Boon	Principal
Mr See Kok Kiong	Vice-Principal
Ms Tiffany Chong Lay Ting	Vice-Principal
Mr Shawn Tan Thiam Siong	Vice-Principal (Admin)
Mr Yang Binglin	Year Head/Upper Primary
Mdm Norlin Mansor	Assistant Year Head/Upper Primary
Mdm Noraida Wagimin	HOD/English Language
Mrs Rena Phang-Yong Geok Ping	HOD/Mathematics
Mr Ng Wei Da	HOD/Science
Mr Xie MengHui	HOD/Mother Tongue Languages
Ms Ganda Sari Chokri	HOD/Character and Citizenship Education
Mr Calvin Chia Chin Ooi	HOD/Student Management
Dr Lye Sze Yee	HOD/Information and Communications Technology
Mr Tan Zuo Hou	School Staff Developer
Mr Mohd Iskandar Ishak	SH/Physical Education and Co-Curricular Activities
Mdm Agnes Lim Siew Hwa	Administration Manager
Mr Mohd Yusry Ahmad	Operations Manager



# P5 Form Teachers

Name	Class
Mr Lim Jeen Perng	5 Care
Mdm Dahalia Abbas	5 Care
Ms Ruhaida Hashim	5 Curiosity
Mdm Wang Xinlin	5 Curiosity
Ms Lee WeiQin	5 Excellence
Dr Lye Sze Yee	5 Excellence
Ms Tracy Leong Wei Yee	5 Gratitude
Mdm Norlin Mansor	5 Gratitude
Ms Long Shi Hui	5 Integrity
Mdm Shadidah Mokhtar	5 Integrity
Ms Joey Tan Siew Bing	5 Integrity
Mdm Sharmila Singh	5 Resilience
Mr Ng Wei Da	5 Resilience
Ms Chitra Pillay Chua	5 Resilience



# School's Strategic Direction

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**FUTURE-READY LEARNERS, ROOTED IN VALUES**  
**SEMBAWANG PRIMARY SCHOOL**

# 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**



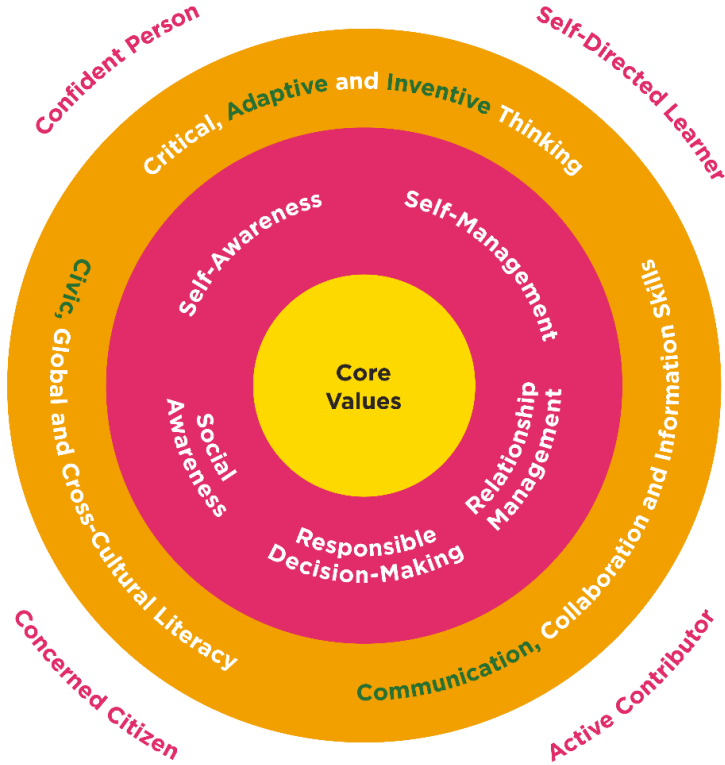
# Enhanced Framework for 21CC

## 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

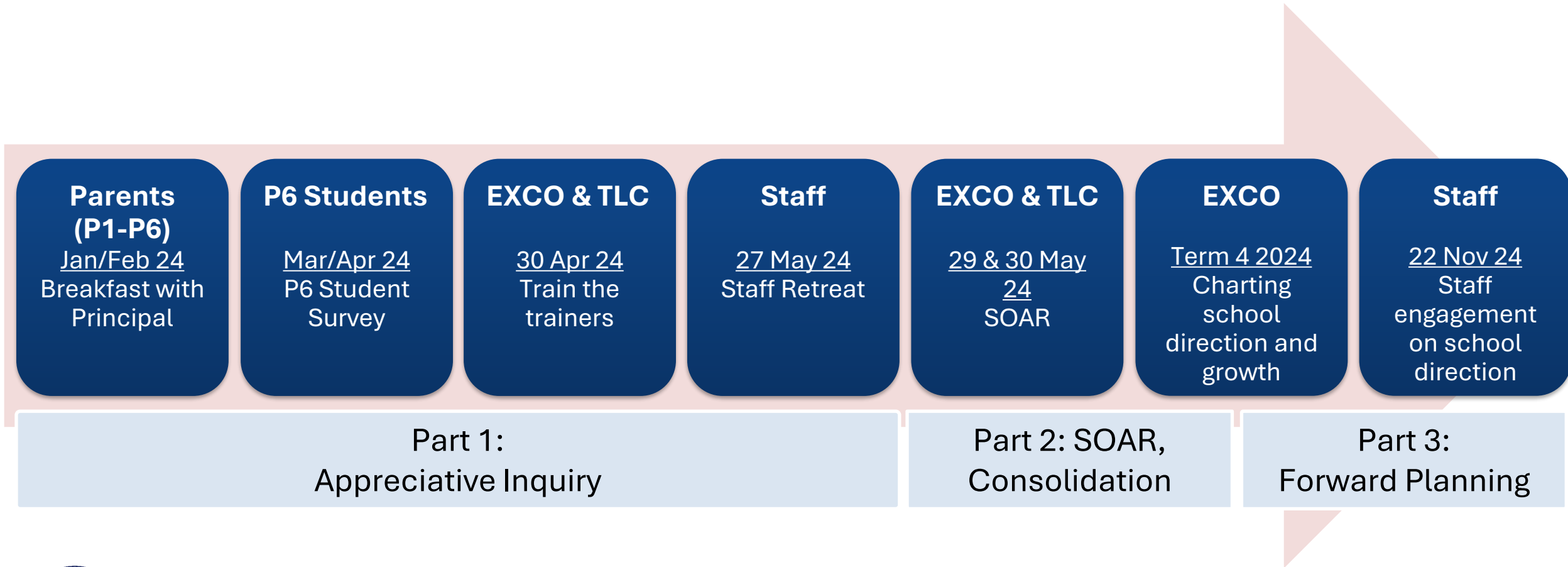
- **Curious** and **reflective** about what they learn, while being driven by a sense of purpose
- **Cognitively flexible** in approaching problem-solving

## 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.

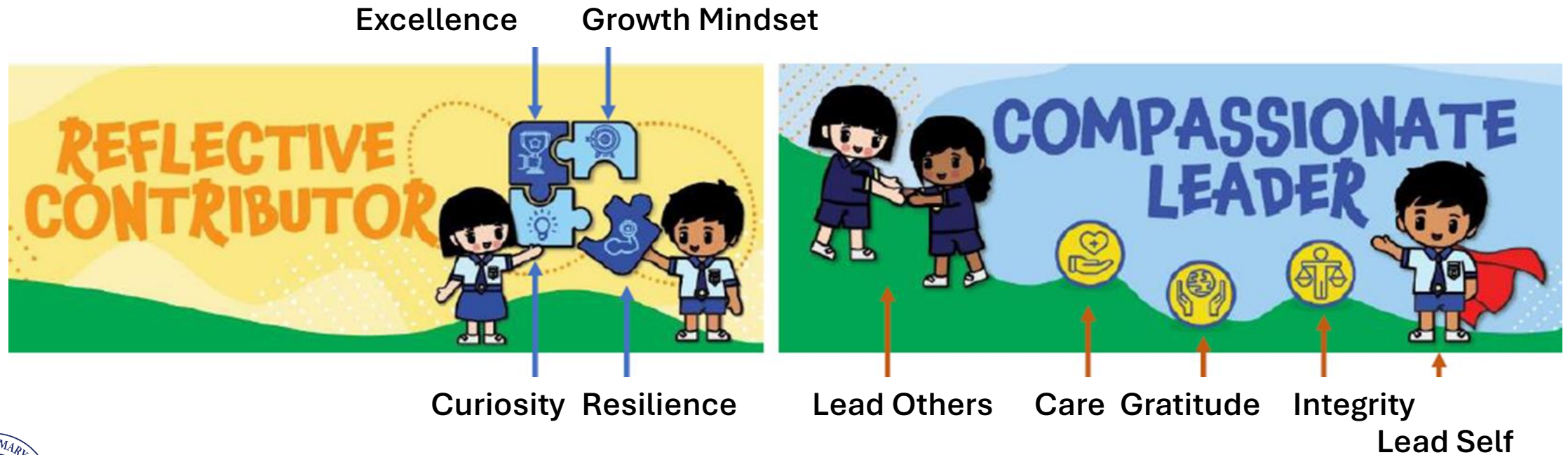
A **vibrant community** makes *learning an adventure* and promotes student agency. We achieve this through designing, creating and building (1) a caring and enabling environment, (2) engaging learning experiences and spaces, and (3) meaningful collaboration with key stakeholders and partners.



# 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



## CURIOSITY

We are inquisitive and keen to learn.



## RESILIENCE

We rise above challenges and learn from setbacks.



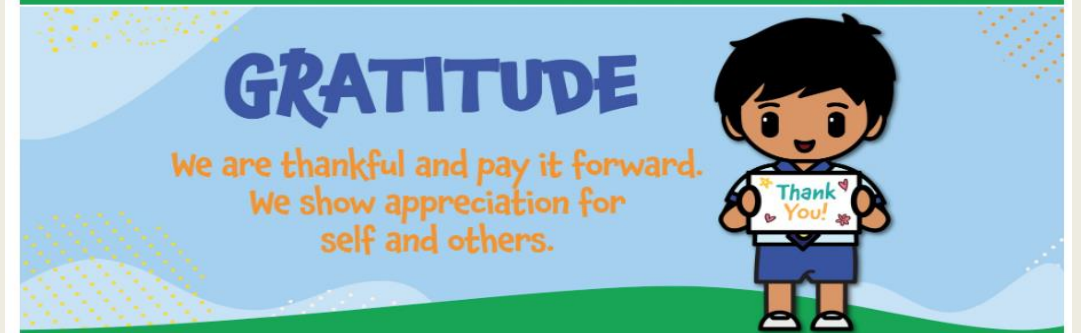
## EXCELLENCE

We are the best that we can be.



## CARE

We care for self, others and the community.



## GRATITUDE

We are thankful and pay it forward. We show appreciation for self and others.



## INTEGRITY

We do the right thing even when no one is watching. We have the courage to stand up for what is right.



# PSLE Scoring and S1 Posting

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# PSLE

- To understand where our children are at in their learning after six years of primary school
- Gauge their learning needs so that they can progress to a secondary school and take subjects at a suitable level



# Changes to the PSLE

## The PSLE changes are Part of a bigger story

Over the years, we have been fine-tuning the education system to help our students discover and develop their strengths and interests, while moving away from an over-emphasis on academic results.



# Changes to the PSLE

Our PSLE scoring changes aim to:

- Reduce fine differentiation at a young age
- Recognise students' level of achievement, regardless of how their peers have done





# PLSE STANDARD SUBJECT SCORING BANDS

Unlike the current T-score, students' AL for each subject will reflect their level of achievement, rather than how they have performed relative to their peers.

AL	Reference 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	$< 20$



# Foundation Level Subject Grades

## Scoring for Foundation Level Subjects

Foundation subject grades will be graded in 3 scoring bands from AL A to C.

Foundation Level AL Reflected on Result Slip	Foundation Raw Mark Range
A	75 – 100
B	30 – 74
C	< 30



# Foundation Level Subject Grades

- For the purpose of S1 posting, Foundation Level AL A to AL C will be mapped to AL 6 to AL 8 of Standard level subjects respectively to derive a student's overall PSLE Score.
- The mapping is based on the learning and assessment load of the subjects.

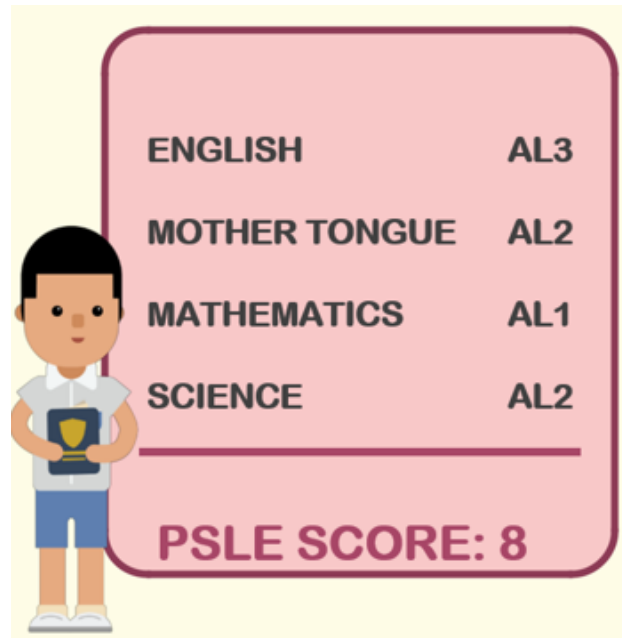
Foundation Level AL Reflected on Result Slip	Foundation Raw Mark Range	Equivalent Standard Subject AL	Standard Raw Mark Range
A	75 – 100	6	45-64
B	30 – 74	7	20-44
C	< 30	8	<20



# How does the PSLE scoring work?

4 Subject ALs will be added to form the PSLE Score

- The PSLE Score ranges from 4 to 32, with 4 being the least.
- Students will be admitted to secondary schools through 3 Posting Groups.



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



# S1 Posting

- PSLE Score remains the first criterion for secondary school posting.
- If two students with the same PSLE Score vie for a place in a school, the following tie-breakers will be used:
  1. Citizenship
  2. Choice order of schools
  3. Computerised balloting



# ELIGIBILITY FOR HMTL IN SECONDARY SCHOOLS

- 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

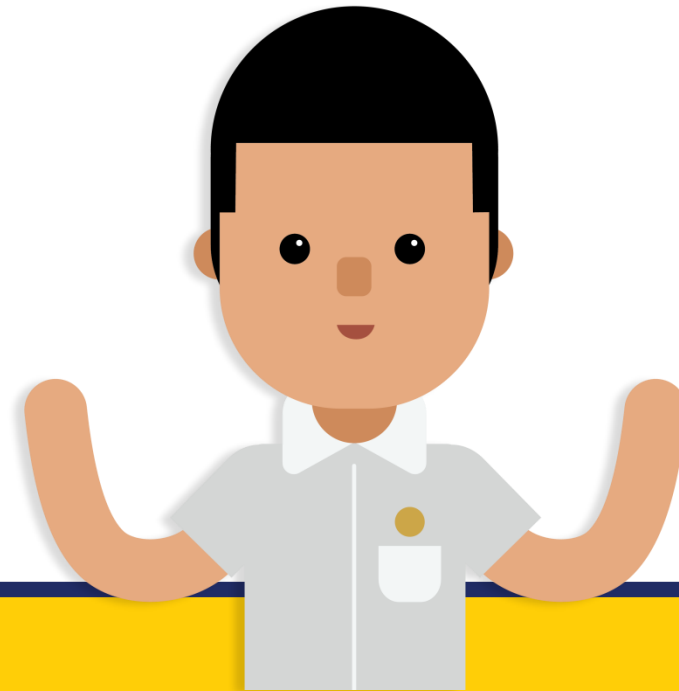
OR

(ii) PSLE Score of 9 to 14 inclusive; and attain

- AL1 / AL2 in MTL or
- Distinction / Merit in HMTL

- 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.

# USE OF HCL FOR ADMISSION INTO SAP SCHOOLS









# USE OF HCL FOR ADMISSION INTO SAP SCHOOLS

## New System

The HCL posting advantage for entry to SAP schools will continue

- Students will be ranked taking into account their performance in HCL.
- This posting advantage applies before the tie-breakers for S1 posting.

1st		7	NO HCL
2nd		8	DISTINCTION
3rd		8	MERIT
4th		8	PASS
5th		8	NO HCL
6th		9	DISTINCTION



# Direct Schools Admission-Secondary (DSA-Sec)

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# Entering a Secondary School



## PSLE/S1 Posting Process

- Based on a student's **PSLE score**
- **Most students enter secondary schools this way**



## DSA-Sec

- Based on a diverse range of **talents and achievements in specific academic subjects or non-academic areas, beyond what the PSLE recognises**
- Allows students to **access school programmes to develop their talents**



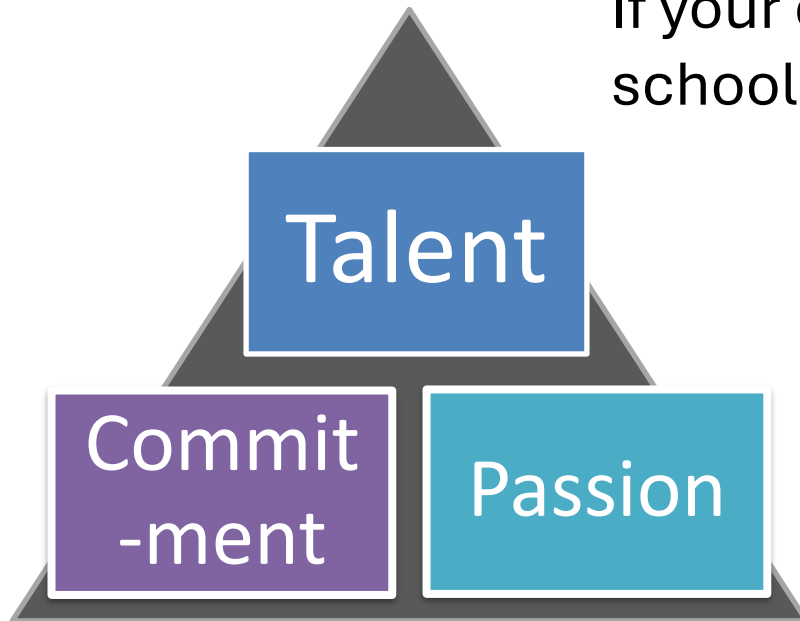
# Aim of DSA-Sec

DSA-Sec aims to:

promote a holistic education by allowing students to seek admission to a secondary school on the basis of talents and achievements that may not be demonstrated at the Primary School Leaving Examination (PSLE).



# Is the DSA-Sec right for my child?



If your child has specific **talents** which a school offers in DSA-Sec

And is **passionate** about and **committed** to developing his/her strengths and interests

DSA-Sec can support his/her development in that talent area.



# Talent Areas

- Sports and games
- Visual, literacy and performing arts
- Debate and public speaking
- Science, mathematics and engineering
- Languages and humanities
- Uniformed groups
- Leadership (for example, prefects)



# Which school should my child apply to?

Look for a school with **programmes that match your child's strengths and interests**

- Schools are looking out for students whose interests and talents they can develop further.
- Learn more about the secondary school's **pace of learning** and overall range of programmes

**Get the latest information** about what each school offers by:

- Visiting schools' websites
- Attending schools' Open Houses to also experience their environments and cultures
- Visiting the MOE's DSA-Sec website

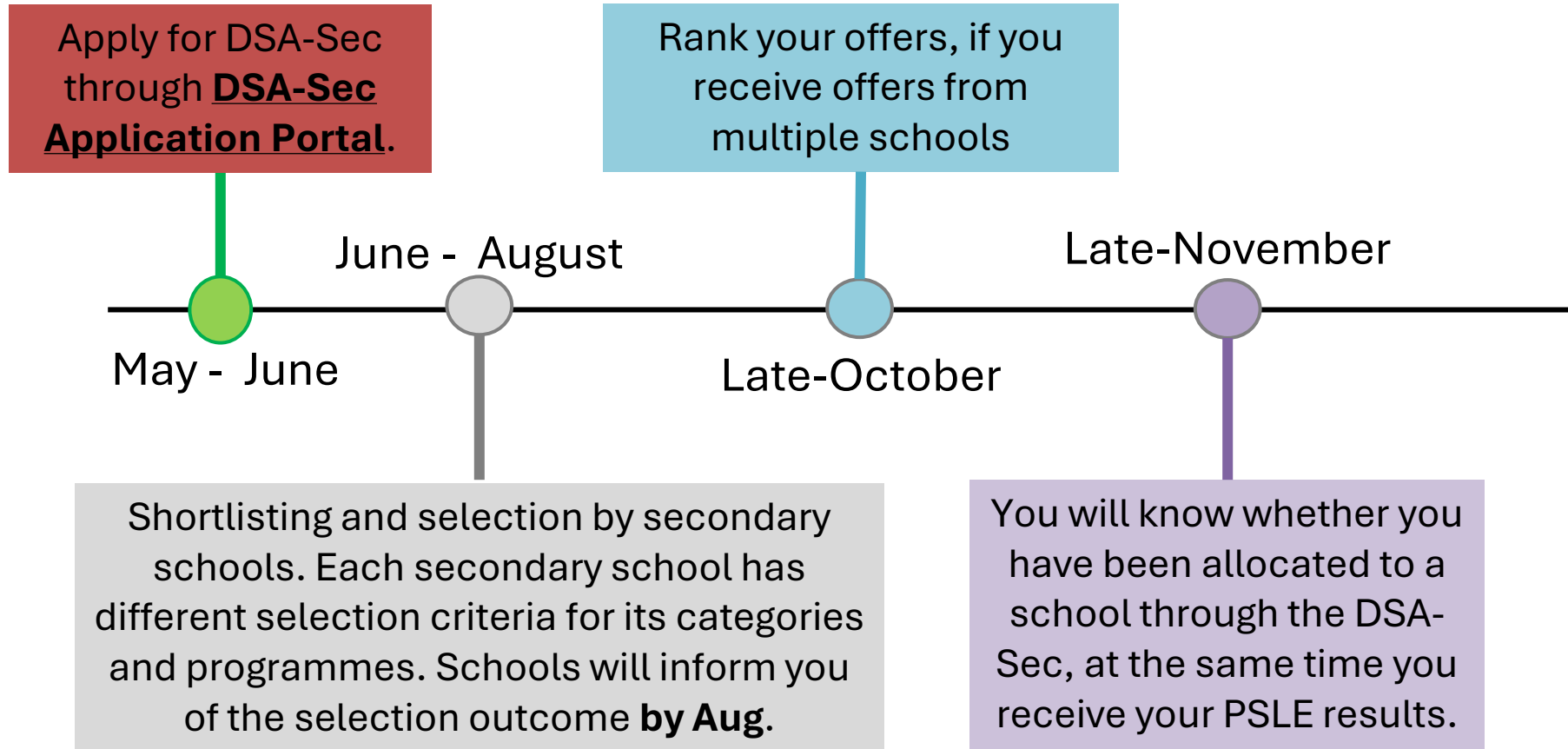


# Information on DSA-Sec

- Usually conducted between May and November
- Participating schools have different areas of focus (academics or non-academics), selection criteria and selection processes
- Participating secondary schools may select P6 students for admission to Secondary 1 prior to the release of PSLE results
- Students who have opted for a school under DSA-Sec must still achieve the PSLE result that will enable them to be eligible for admission to a course offered by the selected DSA-Sec school



# What is the Timeline for DSA-Sec?





# Important Notes on DSA-Sec

- Students who are not involved, or not successful, in the DSA selection exercise will participate in the Secondary 1 Posting Exercise after the release of PSLE results
- Students admitted to a secondary school through DSA-Sec will not be allowed to
  - Participate in the S1 Posting Exercise (as places have been reserved for them in the DSA-Sec school)
  - Transfer to another school after the release of the PSLE results (as they are expected to honour their commitment to the DSA-Sec school)
- More details on DSA is available on MOE website:  
<https://www.moe.gov.sg/secondary/dsa>



# School Finder

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

A Singapore Government Agency Website [How to identify](#)

SchoolFinder CourseFinder Academic calendar Quick links My shortlisted (0)

Ministry of Education SINGAPORE

Education levels Financial matters Education in SG Newsroom Careers About MOE

MOE > SCHOOLFINDER > Last Updated: 11 January 2024

[How to use SchoolFinder](#)

## SchoolFinder

Explore schools based on their distance from your home, locations, CCAs, subjects and programmes offered.

Secondary Search for a school or keywords e.g. "Admiralty" or "football" **SEARCH**

Criteria [Clear all](#)

Location [Clear](#)

Search for schools near you

Enter your postal code

OR

Search for schools by area

Select an area

### Secondary schools

Showing 112 Secondary schools

← 1 of 6 →


**Admiralty Secondary School**

Woodlands  
31 Woodlands Crescent, S737916

**Ahmad Ibrahim Secondary School**

Yishun

[Help us improve](#)



# Remaking Secondary School Pathway

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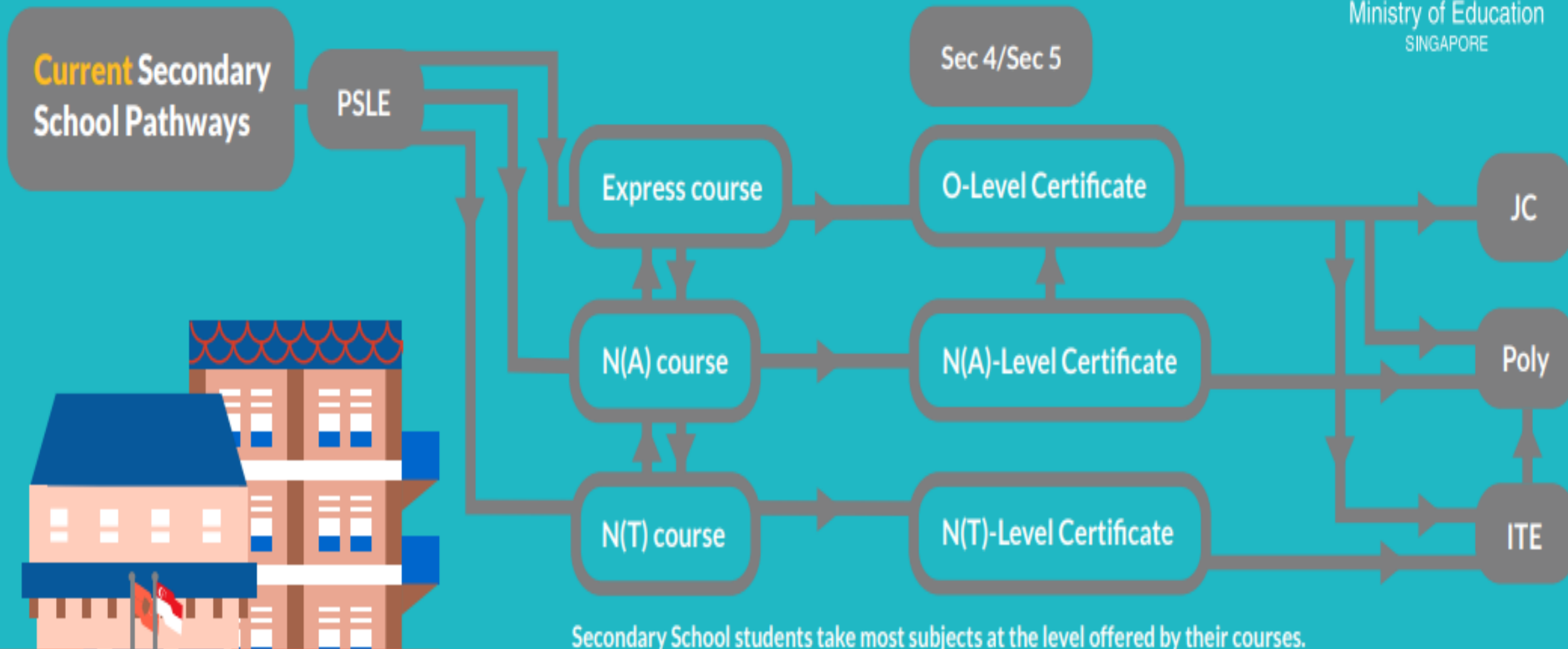
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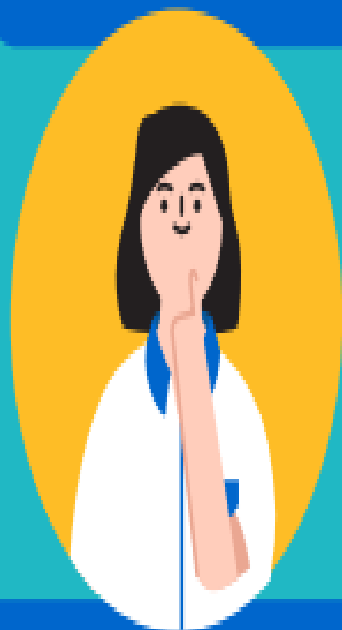
# Remaking Secondary School Pathways



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## After Full SBB Implementation



PSLE

Students will continue to be posted to Secondary schools across three scoring bands.

## One Secondary School Education, Many Subject Bands

From 2024, at the start of Sec 1, students can take a combination of G1/2/3 (G is for General) subjects based on their PSLE scores, suited to their pace of learning. Thereafter, their subject levels will be based on their strengths and interests.

Sec 4 in 2027

## One Common Certificate

Students will sit for the common national examination and receive a new national certification that reflects their G1/G2/G3 subjects.

JC, Poly and ITE in 2028



In 2028, MOE will implement a new post-Secondary admissions system.

## One Secondary Education, Many Subject Bands

With Full SBB, students can take subjects at G1/G2/G3 academic levels, which are mapped from today's N(T)-, N(A)-, and O-Level subjects respectively.

### Start of Sec 1

Subject levels are assigned based on PSLE results



### Beyond Start of Sec 1

Subject levels depend on students' abilities

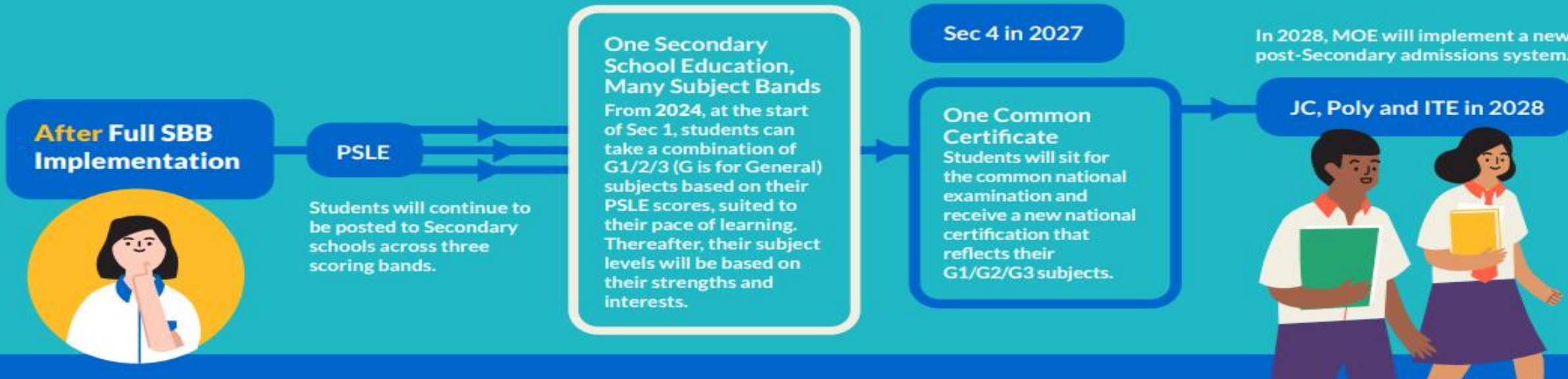
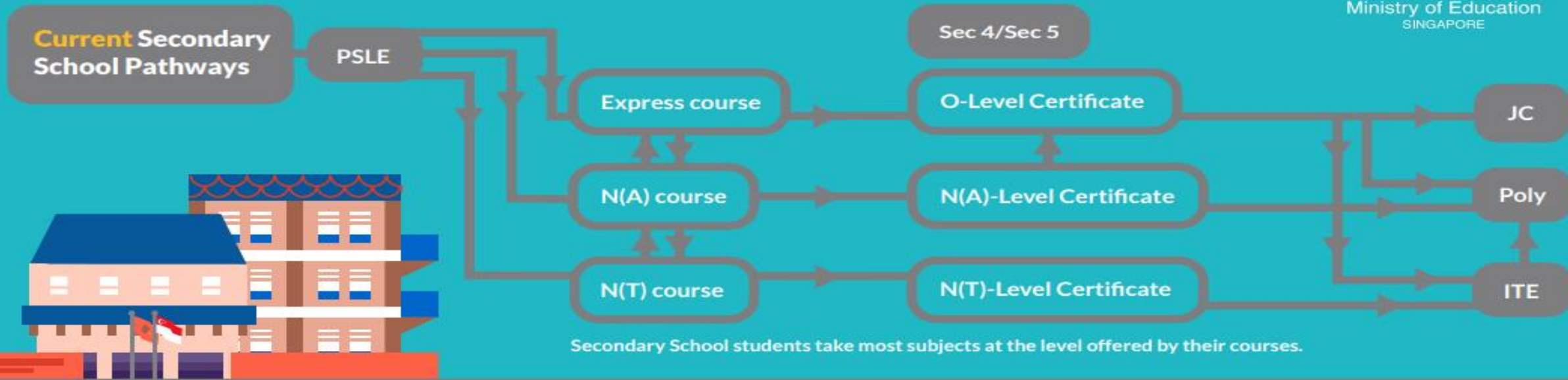


For illustration purposes only. Number of books are not indicative of number of subjects taken.

# Remaking Secondary School Pathways



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# Level Programmes, Important Dates and Key Events

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# Important Dates

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# Important Dates

## School Year 2025

	Period
Term 1	(Thurs) 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

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## Major School Events

30 May (Fri)	e-Parent-Teacher Conference & HBL
Term 4	Parent-Teacher Conference (on a needs basis)
21 Nov (Fri)	Annual Prize-Giving Day and P6 Graduation Ceremony



# Important Dates

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## 2025 PSLE Dates (Tentative)

Oral Examination	Wed, 13 August & Thurs, 14 August
Listening Comprehension	Tues, 16 September
Written Examination	Thur, 25 September – Wed, 1 October
PSLE Marking	Mon, 13 October – Wed, 15 October



# Student Development Experiences in P5

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# Student Development Experiences in P5

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- Cohort Camp (22 to 24 Jan)
- Interdisciplinary Learning Journeys (e.g. Indian Heritage Centre)
- Experiential Learning Week (19 to 27 May)
- Growing Years Series
- National Education Show
- Games Day
- Overseas Learning Journeys to Kuala Lumpur and Bangkok



# Overseas Learning Journeys

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- 19 May (Mon) to 23 May (Fri)
- 2 destinations:
  - Kuala Lumpur
  - Bangkok
- Selection Criteria
  - ✓ Excellent Conduct
  - ✓ Shortlisting of students
  - ✓ Interviews



# Support for Primary 5 Students

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# Support for the P5 students

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- Termly Check-ins
- Lessons on Growth Mindset
- Target Setting
- Education & Career Guidance (ECG)
- Year Head's Time
- Form Teachers' Guidance Period (FTGP)
- Banded Lessons for Math and Mother Tongue Languages
- Remedial Lessons



# Cyber Wellness

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# School-based Cyber Wellness Programmes

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1. Cyber Wellness Assembly Talks  
Focus Area: Cyber Security, Cyberbullying, Screen Time, Media Multitasking & Devices
2. Workshops on Responsible Video Gaming and Countering Cyberbullying
3. P5 Diagnostic Survey for Cyber Habits
4. Intervention Programme for identified at-risk students



# Supporting your child's digital habits

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## Achieving balanced screen time

- **Screen time** refers to the amount of time spent using devices each day.
- **Spending an excessive amount of time using devices is unhealthy.** 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.**



# Supporting your child's digital habits

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## 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.



# Supporting your child's digital habits

<b>Providing a safe space for conversations</b>	<ul style="list-style-type: none"><li>• It can be challenging to grapple with uncomfortable feelings and negative thoughts.</li><li>• Children may hesitate to share their true thoughts and feelings with their parents, as they may fear being judged or misunderstood.</li><li>• <b>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.</b></li></ul>
<b>Role modelling respectful conversations</b>	<ul style="list-style-type: none"><li>• When your child learns to engage in respectful conversations, they become a better communicator and friend.</li><li>• <b>Parents are in the best position to role model these skills</b> through daily interactions with your child.</li><li>• <b>Listen to understand</b>, instead of listening in order to give advice and offer solutions.</li></ul>
<b>Have regular and open conversations</b>	<ul style="list-style-type: none"><li>• <b>Have regular conversations</b> to better understand what your child does online.<ul style="list-style-type: none"><li>• Is it school work or are they engaging in recreational activities?</li><li>• For example:<ul style="list-style-type: none"><li>• State observation: “I noticed you have been spending a lot of time on your device.”</li><li>• Ask open-ended questions: “What do you usually do on your device?”</li></ul></li></ul></li><li>• <b>Communicate your actions and rationale.</b> Let your child know you care for them and want them to be safe online.</li></ul>

# Social Media: Is your child ready for it?

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- Most social media platforms require users to be aged 13 years and above.
- While social media platforms allow people to connect with others, **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.



# Social Media: Is your child ready for it?

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- 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.
  - control impulses.
- **Have open conversations** with them on the risks of social media, and why they cannot access social media as they are not of age.





# Look out for these signs ...

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- 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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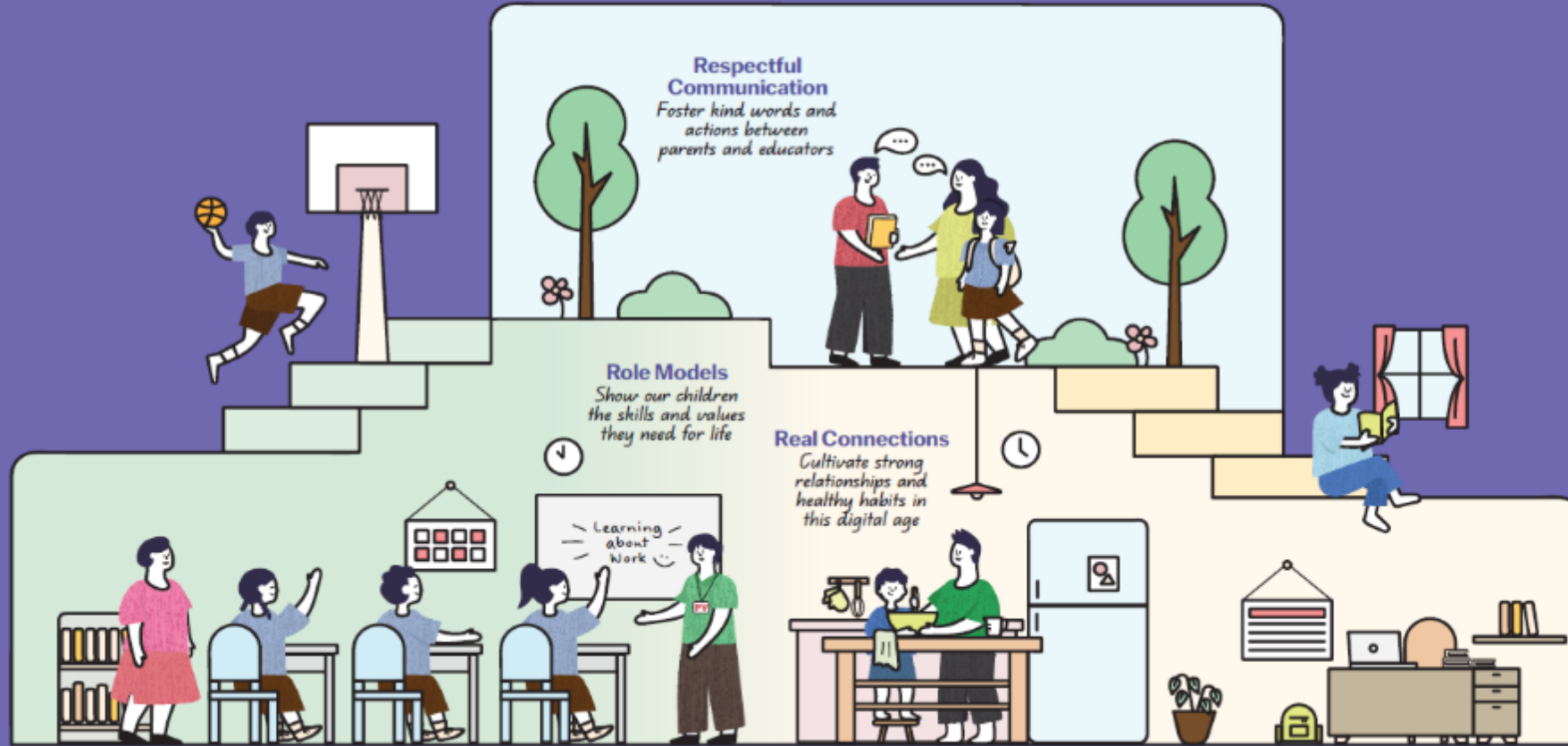


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Our children do best when schools and parents work hand in hand to support them.

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



# 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



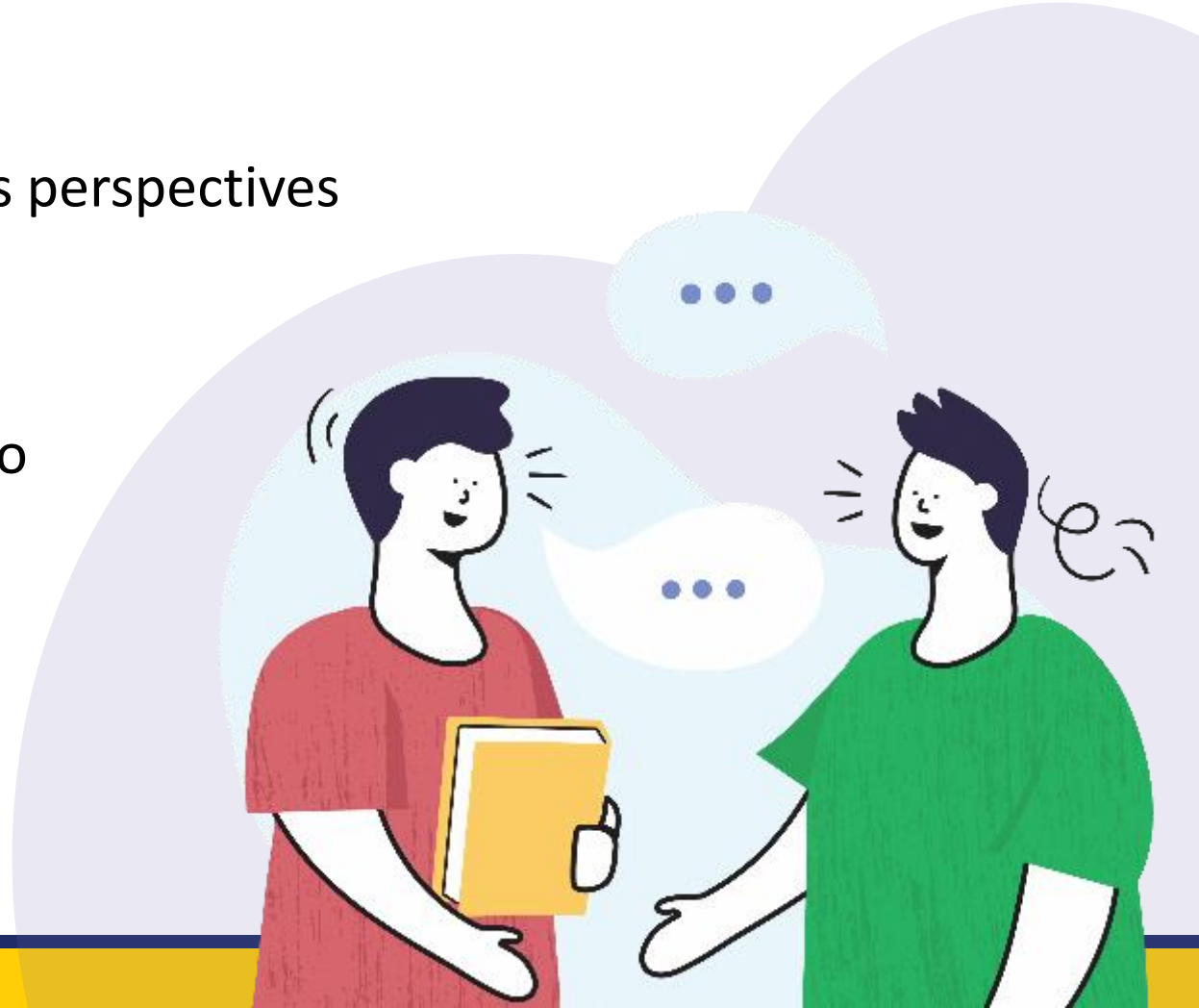
Listen to and understand each other's perspectives and concerns regarding each child



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.*





# 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>



# 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



FUTURE-READY LEARNERS, ROOTED IN VALUES

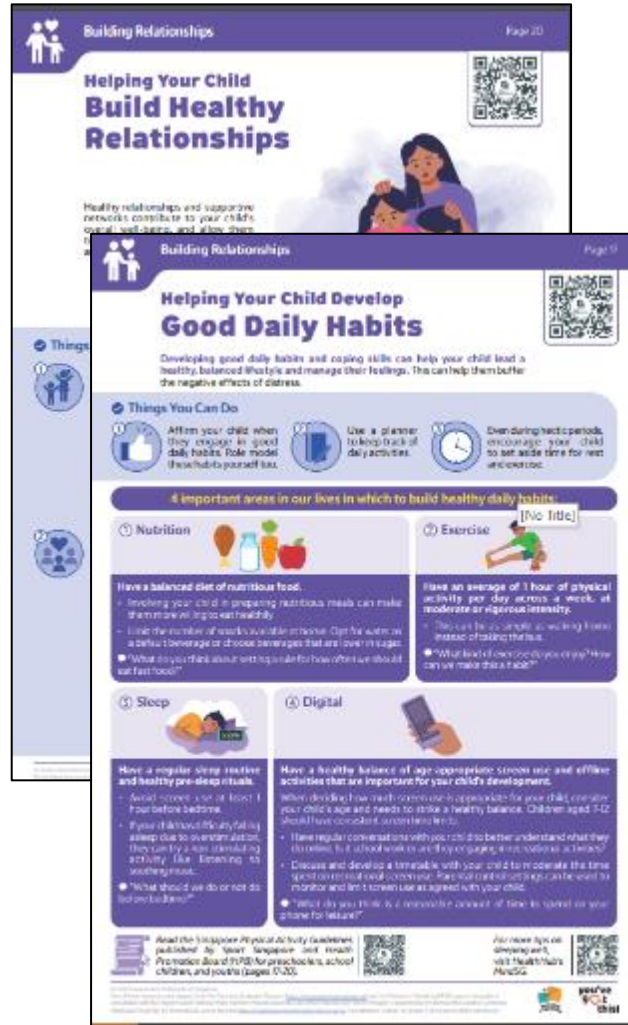
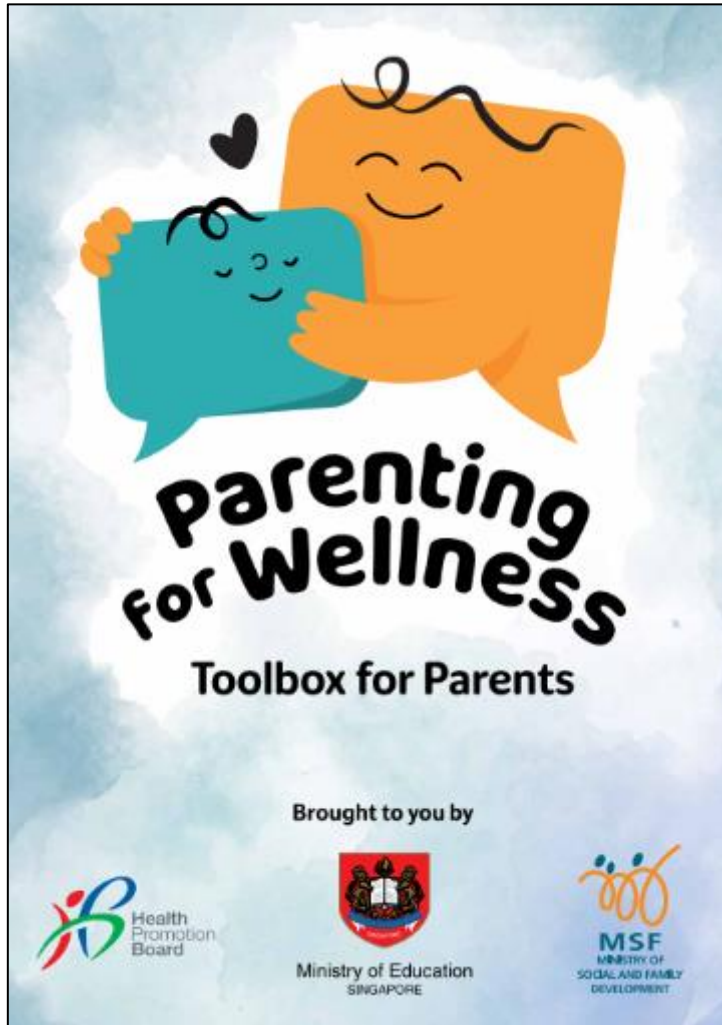
An infographic titled "Helping Your Child Build Healthy Relationships" from the Singapore Government's "You've Got This!" series. It includes a QR code, a page number of 20, and an illustration of a family. The text states: "Healthy relationships and supportive networks contribute to your child's overall well-being, and allow them to experience a sense of community and belonging." It lists "Things You Can Do" in two columns: 1. Expose your child to a range of social situations. For younger children, create opportunities for them to interact with other children of similar ages (e.g. attend school camps). For older children, encourage them to make friends with peers who have similar interests. 2. Encourage your child to strengthen existing relationships. Foster healthy relationships with supportive extended family members. Encourage your child to stay in touch with their friends and trusted adults (e.g. meet up with former classmates, visit former teachers on Teachers' Day). 3. Things You Can Say: Talk to your child about the qualities that make a good friend (e.g. empathy, being respectful), and how to exhibit these qualities. When you see your friend struggling, put yourself in their shoes. How would you want a friend to support you? Older children are often figuring out the balance between being themselves and fitting in with others. Stay connected with your child and let them know that they can talk to you if they feel pressured to act in ways that they are uncomfortable with. 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. We will work through that together. Listen to your child's problems and ask probing questions to help them find ways to resolve their friendship issues. How has this affected you or your friend? What are your expectations of a good friend? How can you make things better?

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 page number of 54, and an illustration of a laptop with a shield and a gear. The text states: "It is important to help your child understand that not everyone holds the same point of view as them. To help them navigate these differing viewpoints, you can guide them to express their opinions confidently online while respecting others' opinions. This will help them contribute to a healthy online community." It lists "Things You Can Do" in three columns: 1. Encourage your child to keep an open mind and provide opportunities for them to access information that would enable them to consider issues from multiple perspectives. Why do you think they said that? If you were in their shoes, would you agree with their opinion? Consider the issue from another perspective by applying S.U.R.E. (Source, Understand, Research, and Evaluate). 2. When your child is responding to another person online, encourage them to exercise empathy and respect. If you notice that your child is engaging in negative behaviours (e.g. sending unkind messages), correct them and help them to understand why their actions are wrong. Is your message respectful and empathetic? Consider the issue from another perspective by practicing T.H.I.N.K. (Thoughtful, Helpful, Inspiring, Necessary, and Kind). 3. Posts with negative comments may upset your child, even if they are not directed towards them. Encourage your child to share their thoughts and feelings about these comments with you or a trusted adult. How do these comments make you feel? It's okay not to respond to these comments. Shall we turn off the comments and notifications and do something else for now?



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.

Navigating the Digital Age Page 1 of 2



## 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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you've got this

# 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*



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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**.

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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](http://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](https://www.instagram.com/parentingwith.moesg)



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