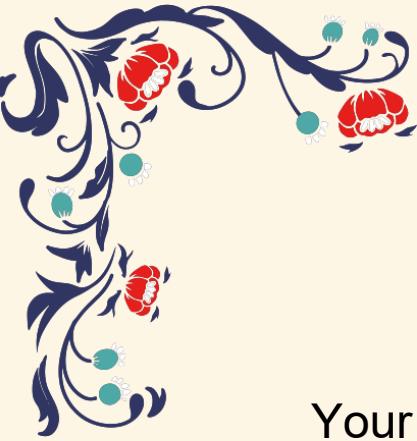


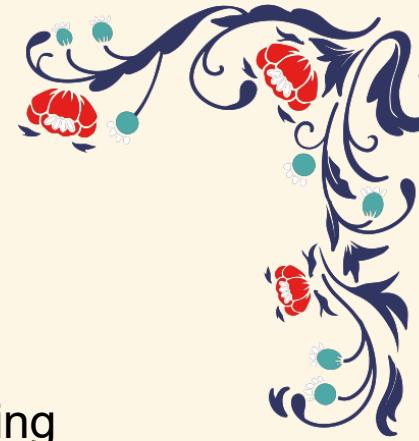


# Becoming Caring and Enabling Parents (P5)





# Points to be shared



WB

Your child's well-being

T&L

Teaching and Learning  
in school

R

Relationship matters

S

Sending the right  
signals  
about school





WB

**Well-being Matters**



## 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.

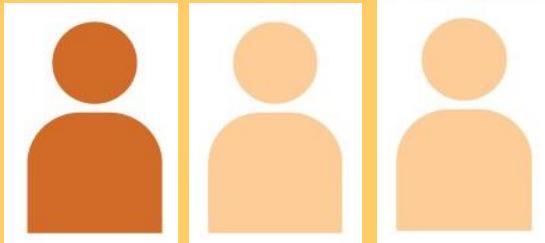
It is important to be aware of our children's mental health . Why?

# Did you know?

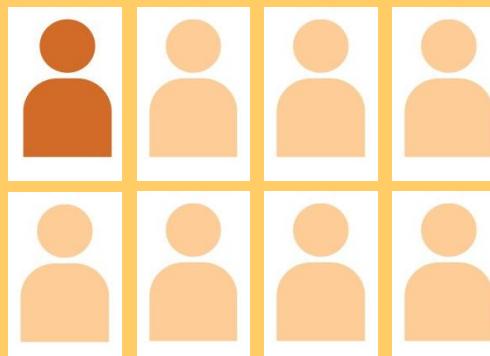


## Singapore Youth Epidemiology and Resilience Study (2023)\*

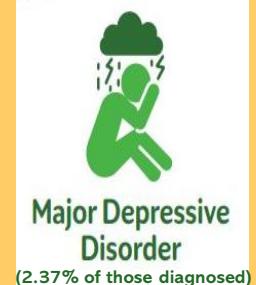
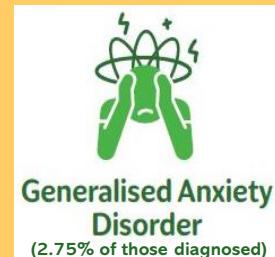
1 in 3 youths (37.2%) in Singapore, aged 10-18, experienced symptoms such as sadness, anxiety and loneliness<sup>+</sup>



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



Common mental health conditions experienced by children and youth include:



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?



## **Mental health one of the top reasons primary school kids called helpline in 2023**

- I. 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.
- II. 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.
- III. Among the children who called or chatted with Tinkle Friend in 2020, almost half were upper primary school pupils aged 10 to 12.

Source: The Straits Times, 2024

In school,  
we teach  
them to:

## Manage Thoughts, Feelings & Behaviour

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

## Strengthen Sense of Self & Purpose

- Building strong sense of identity during developmental changes

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

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

Look at the 'I Am, I Can, I Have' statements below and put a tick for those statements that apply to you.

It is okay if you don't have many ticks. With time, you can work on them and build your resilience muscle!

I Am

- I am willing to learn from my mistakes.
- I am confident of my strengths and skills.
- I am respectful of others.
- I am grateful for the people in my life.
- I am open-minded to different options and outcomes.
- I am curious about things around me.
- I am responsible for my actions.
- I am \_\_\_\_\_

I Can

- I can choose to think of challenges as new learning opportunities.
- I can find different ways to solve my problems.
- I can find helpful ways to cope with my emotions.
- I can control my actions.
- I can use 'Stop-Think-Do'.
- I can use calming down strategies when I need to.
- I can ask for help when I need it.
- I can call/message Tinkle Friend if I need someone to talk to.
- I can \_\_\_\_\_

I Have

- I have people who encourage me.
- I have people I trust.
- I have people who accept me for who I am.
- I have people who care and help me when I need it.
- I have someone whom I can talk to about my worries.
- I have someone to show and guide me to do things.

Understand and Care for Myself

3

Taken from P5 CCE Journal P.3



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

# 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

# ECG GOALS

The goals of ECG (Figure 1) are to support students in:

**Discovering Purpose** - Who am I?

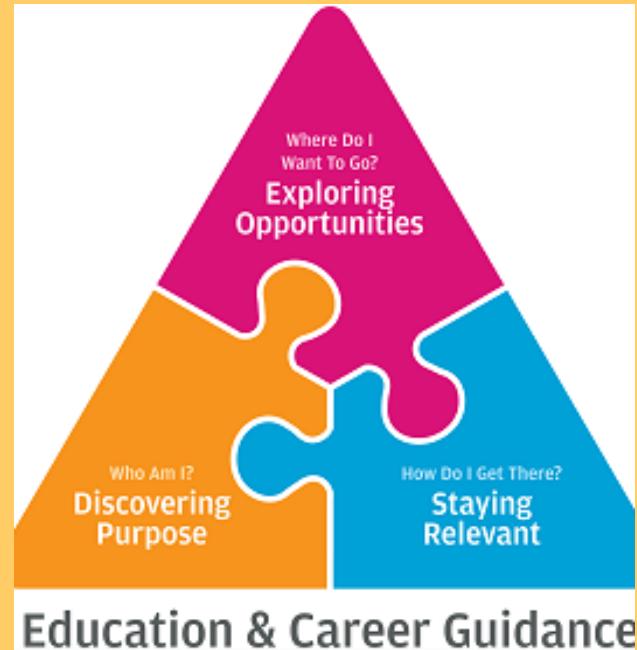
- *Nurture students' self-awareness to support them in discovering how they can meaningfully play a part in their community.*

**Exploring Opportunities** - Where do I want to go?

- *Develop students' self-directedness and confidence to explore and leverage education and career opportunities while respecting the value of all occupations.*

**Staying Relevant** - How do I get there?

- *Build students' adaptability and resilience to embrace the need for lifelong learning.*



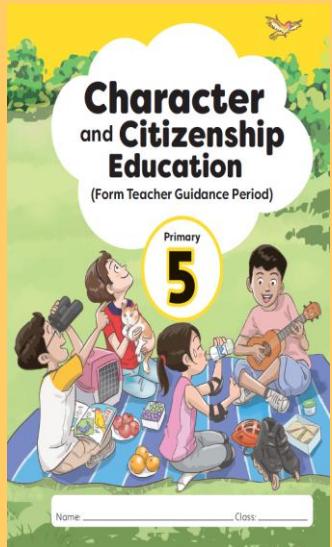


## ECG in Shuqun

P5 ECG is about Discovering Strengths & Possibilities

- Focus on **awareness**, not career choice
- Help students **recognise their strengths & interests**
- Show how learning links to **real-world roles**
- Build confidence that **everyone has strengths**

# Overview of ECG lessons



**FTGP**

**SkillsFuture  
Portal**

**Mobile  
Exhibition**

**Talks by Special  
Guests**

# Encourage Reflection and Growth

## ECG on the Move (Pre-exhibit activity)

Name: .....  
Class: .....  
School: .....

What are your interests and skills?

What are some industries and/or occupations you are curious to learn about?

To find out more about industries, access the SLS resource: <https://go.gov.sg/ecg-industry-pri>

If you could make a positive contribution to the community, what would it be and why?

Name: .....  
Class: .....  
School: .....

## My Interests and Skills

Tick the three that best describe your strengths and interests.

Doer  Investigator  Creator  Organiser  Negotiator  Helper

List the industries you are keen to explore.

Visit <https://go.gov.sg/career-quest> to play the Career Quest and find out more about the skills, strengths and work values required for different occupations!

## My Dreams and Aspirations

How do I wish to contribute to the community in future?

I hope to help everyone have a better life and create opportunities for everyone to succeed.  
 I hope to make our food production stronger, safer, and better for the environment.  
 I hope to ensure everyone has access to high-quality healthcare when they need it.  
 I hope to encourage learning throughout life and make education inclusive for all.  
 I hope to manage our water resources wisely and make sure everyone has clean water.  
 I hope to promote clean energy use and address the challenges of climate change.  
 I hope to use technology to create new inventions and improve our country's economy.  
 I hope to create a society that includes and supports people with disabilities.  
 I hope to ensure fairness, equal justice and safety for all members of our community.

Paste sticker here

Paste sticker here

Paste sticker here

Now that you have identified the ways to contribute to Singapore, what are the occupations you would like to explore further?

Continue your exploration with your parents/guardians at <https://go.gov.sg/ecgots-lspsi>

We have done this!

Parent's/Guardian's signature

Teacher will discuss on students interest and skills. Teachers can leverage on students strength.

When teachers intentionally recognise and nurture student strengths, ECG becomes meaningful and authentic for every child.



T&L

**AI in Teaching & Learning  
in school**

# What opportunities does AI present?

GenAI presents opportunities for learning:

- Supports learning through personalised and instant feedback
- Provides an avenue to improve digital literacy, critical thinking, and problem-solving skills

# What are the potential risks of GenAI?

We recognise that GenAI might pose risks:

- May give inaccurate or biased answers
- May create tendency for over-reliance when overused
- May pose risks if personal information is shared

Parents should discourage children from relying on AI Companions for social-emotional support, as this may pose challenges for their development:

- Children can become attached to AI Companions (e.g. chatbots) as trusted friends. It blurs the line between fantasy and reality and makes it harder to distinguish good advice from bad advice.

About **1 in 2** teens would trust AI-generated news story to the same extent or more than one written by a human.<sup>2</sup>

About **1 in 3** teens use AI companions for social interaction and find them as satisfying or more satisfying than those with real-life friends.<sup>1</sup>

# Students will develop AI literacy throughout primary school

Lower primary students will learn to recognise that AI is present in our daily lives



Upper primary students will learn about the risk of misinformation from AI output, that AI output may contain false information, and how some AI features (e.g. those in SLS) can support learning in a safe digital environment

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

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

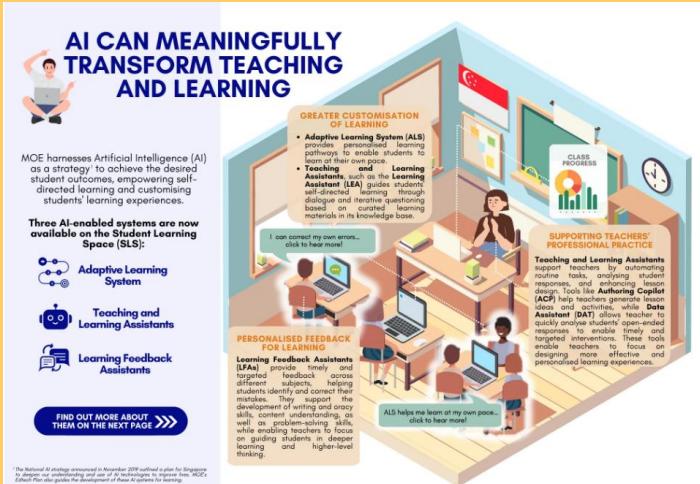
- **Pri 1 to 3 students** will mainly engage in hands-on experiences, with little or no direct use of AI tools.
- **Pri 4 to 6 students** will use AI tools occasionally with teacher supervision in class to support their learning.

## 2. There are safe and pedagogically sound AI tools available in the SLS.



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

Three AI-enabled systems in the Singapore Student Learning Space (SLS):



**AI CAN MEANINGFULLY TRANSFORM TEACHING AND LEARNING**

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

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

- Adaptive Learning System (ALS) drives a personalised learning pathways to enable students to learn at their own pace.
- Teaching and Learning Assistant (TLA) guides students through self-directed learning through curated learning materials in its knowledge base.
- Learning Feedback Assistant (LFA) provides targeted feedback across different subjects to help students identify and correct their mistakes. They support the development of writing, reading, critical thinking, skills, content understanding, as well as problem-solving skills, while enabling teachers to focus on guiding students in deeper thinking and higher-level thinking.

**GREATER CUSTOMISATION OF LEARNING**

**PERSONALISED FEEDBACK FOR LEARNING**

**SUPPORTING TEACHERS' PROFESSIONAL PRACTICE**

<sup>1</sup>The National AI strategy announced in November 2019 outlined a plan for Singapore to be a global leader in AI. The National AI Strategy is a joint effort between the Ministry of Education (MOE) and the Ministry of Communications and Information (MCI). The MCI's Education Sector Plan also guides the development of these AI solutions for learning.

# ‘Code For Fun’ Programme

- All upper primary students will go through the “Code for Fun” programme which includes an introduction to emerging technologies (e.g. AI) so that students understand how AI learns using data and can appreciate the benefits, risks, and limitations of using AI. (Scan QR code on the right)
- Code for Fun lessons will be conducted after school on 1, 8, 9, 15 & 16 April





T&L

**Other Teaching & Learning  
Matters**

# Grading System

Your child takes either Standard, Standard/Foundation or Foundation subjects.

Standard → G3 (Express) → 4 – 20 points

Standard / Foundation → G3 / G2 (N(A))

→ less than 20 to 24 points

Foundation → G3 / G2 /G1 → 21 – 28 points

## Grading System

Standard → G3 (Express) → 4 – 20 points

AL 1 – 90 and above

AL 2 – 85 – 89

AL 3 – 80 – 84

AL 4 – 75 – 79

AL 5 – 65 – 74

**N.B. a 65 mark in P4 is not the same as a 65 mark in PSLE**

## Grading System

Standard / Foundation → G3 / G2 (N(A))

→ less than 20 to 24 points

AL 6 – 45 – 64 or 75 – 100 (Grade A)

AL 7 – 20 – 44 or 30 – 74 (Grade B)

**Again a 45 mark in P4 is not equal to a 45 mark in PSLE**

# Grading System

AL 8

0 – 19 or 0 – 29 (Grade C)

**An AL 8 in either English or Math or both would mean a student has failed PSLE and will need to repeat.**

**Our Shuquites are able to clear English, but some struggle with Math.**

# Grading System

Higher Mother Tongue grades

Distinction – 80 – 100

Merit – 65 – 79

Pass – 50 – 64

Ungraded – 0 – 49

**HMT grades do not have an impact on your  
PSLE AL Total Score**

# Expectations for HMT

## Higher Mother Tongue

- Is a 2-year commitment
- Involves after-school lessons and more assignments
- Those taking HCL has a slight advantage to enter SAP schools. HMT at a secondary schools is offered to those who do well in their PSLE even if they did not study HMT in Primary School.

## Expectations for our Shuquunites

Those offering Standard Subjects should aim to qualify for G3.

Those offering 1 Foundation Subject  
can have a similar aspiration.

Whether your child keeps to the same subject combination in  
P6 is dependent on his end-of-year P5 performance.

R

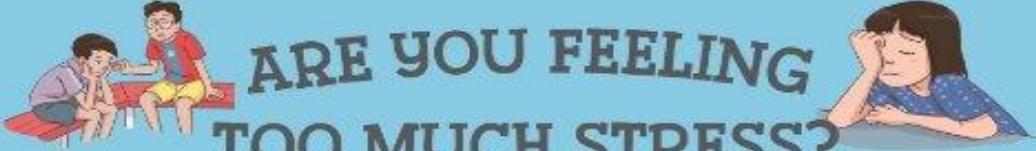
**The Crucial Role of Parents:  
Well-being Matters  
& ICT Matters**

# How can you support your child?

**LOOK** out for these signs which indicate your child may need help to cope:



Scan the QR Code to read more about stress vs distress in the Parenting for Wellness toolbox. The full toolbox is available at the end of the presentation.

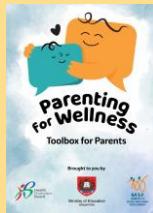


**ARE YOU FEELING TOO MUCH STRESS?**

**We can **LOOK** out for:**

- L**oss of interest in hobbies
- O**verly tired, sad, worried or upset
- O**ften posting moody messages or talking about hurting yourself
- K**eeping away from people you are usually close to, or being quieter than usual

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



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

**Calm them down**



**Hear them out**



**Empathise with their feelings**



**Encourage them to seek help**



**Reassure them**



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

3 areas where we can work together to foster SHP



# 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



# Respectful Communication

*Listen, understand, and foster kind words and actions between you and your child*



**Have regular and genuine conversations with your child**

- to better understand what they do online,
- how to stay safe,
- how to use technology in a responsible manner.

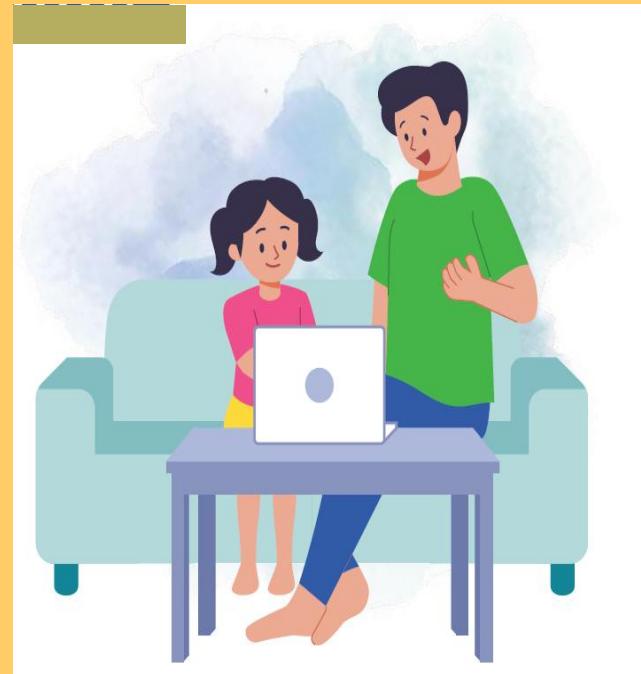


**Communicate your actions and rationale.**

- Let your child know you care for them and want them to be safe online.



**Discuss with your child as you set parental controls to manage device use and stay safe online.**



# 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.

# Role Models

*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.*



**Role model healthy use of devices and social media and good online behaviour for your child/ward**

- E.g. parents/guardians not using devices during mealtimes, respectful online communication



**Role modelling respectful conversations –**

- Parents are in the best position to role model these skills through daily interactions with your child.
- **Listen to understand**, instead of listening to give advice and offer solutions.



# Real Connections

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

Build strong bonds through shared experiences and meaningful conversations

Teach children to recognise and communicate their emotions effectively

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



# Real Connections

*Cultivate strong relationships and healthy habits in this digital age*



## Provide a safe space for conversations

- 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.



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

- **Discuss and develop a timetable** with your child to moderate their time spent on screens.
- **Parental control settings** can be used to monitor and limit screen time as agreed with the child.



***This mum battled her teen's device use  
and found what really works***  
**(Schoolbag article dated 19 Dec 2025)**

**Tips:**

- 1: Set limits, but keep them realistic**
- 2: Make a weekly plan together**
- 3: Redirect curiosity towards healthier alternatives**
- 4: Don't do it alone: Tap on the schools' digital parenting resources**
- 5: Guide responsible online behaviour through open conversations**



# Parenting

IF WE DON'T SHAPE  
OUR KIDS, THEY WILL  
BE SHAPED BY OUTSIDE  
FORCES THAT DON'T  
CARE WHAT *shape*  
OUR KIDS ARE IN.

Dr. Louise Hart

# a Pre-teen



R

**Relationships**

## Being a Caring and Enabling Parent

We have noticed that some of our students  
have reached puberty:

How do you support your child through this awkward and  
sometimes painful period in their pre-adolescence?

How do you manage when your child tests boundaries  
with you?

Avoid allowing social media to dictate the norms for  
your child

## Being a Caring and Enabling Parent

**A strong parent–child relationship is built when you:**

- Spend quality time connecting with your child beyond schoolwork.
- Set healthy boundaries for handphone and device use.
- Allow your child to learn from mistakes and take responsibility.

## Being a Caring and Enabling Parent

Friends, even online ones, have become more important to your child

In terms of:

- What they have
- What they are allowed to do
- How they spend their free time / the 'freedom' they enjoy

Not spending time with your child means that he/she will look more to friends, even online ones, as your child tests boundaries.

## Being a Caring and Enabling Parent

As your child tests boundaries, mistakes and misunderstandings can happen and your response makes the difference

We also seek parents' cooperation in serious cases and when punishment needs to be meted out. We do so for the good of the child.

IT IS NOT WHAT YOU DO  
FOR YOUR CHILDREN,  
*but what you have taught  
them to do for themselves*  
THAT WILL MAKE THEM  
SUCCESSFUL HUMAN BEINGS.

- ANN LANDERS

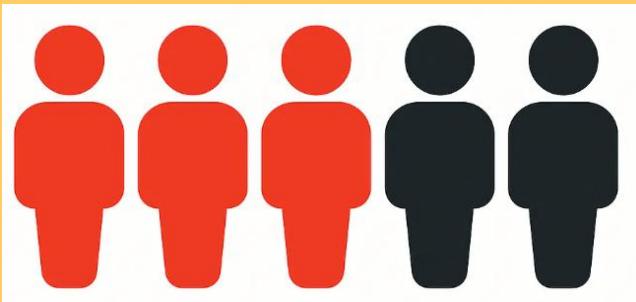
S

**Sending the right signals  
about school**

## Did you know?

About **3 in 5** of our Primary 5 & 6 students indicated the following in the Termly Check-in Survey:

*“I feel stressed about my studies because my parents will be disappointed if I don’t do well.”*



**3 in 5** worry about disappointing  
their parents

## Did you know?

**1 in 2** of our Primary 5 & 6 students indicated the following in the Termly Check-in Survey:

*“I feel stressed about my studies because I expect myself to do very well.”*



**1 in 2** have high self-expectations for their academic results



## What your child may be experiencing

### Your child may be experiencing

- **Fatigue** from balancing a more demanding upper primary curriculum with heavier CCA and other commitments
- **Stress and anxiety** from the preparation needed for Weighted Assessments (WA), the End-of-Year Examination (EYE), and the upcoming PSLE
- **Worry** about failing or not meeting expectations set by themselves or by others (e.g. peers, parents, teachers)
- **Disappointment** when results fall short of hopes as well as the time and effort invested



# Weighted Assessment



	Term 1	Term 2	Term 3	Term 4
2025	WA1 (15%)	WA2 (15%)	WA3 (15%)	End of Year Exam (55%)
2026		WA1 (15%)	WA2 (15%)	<b>End of Year Exam (70%)</b>

## Rationale for Change

- Enhanced focus on deep learning rather than frequent testing
- More time for skill consolidation between assessments
- Reduced assessment anxiety from constant assessment cycles
- Alignment with best practices in educational assessment



## Supporting your child

### Tips on how you can support your child

- 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.
- 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 belief that their abilities can be developed through dedication, effort, and learning from challenges.



## Supporting your child

### Tips on how you can support your child

- **Manage your own expectations and stress**, including in relation to PSLE performance and secondary school choices, as these can place additional pressure on your child. Reassure your child that they are loved regardless of academic performance.
- Guide your child in drawing up a **balanced schedule** with time for revision, homework, play, exercise, and rest.
- Together with the child, **agree on realistic and specific goals** so that revision is manageable and is something a child feels he has control over.
- Find out exactly what your child is struggling with so you can **get the right help**. This also teaches them that asking for support is normal.

## Being a Caring and Enabling Parent

Establishing a routine at home sets your child up for success – it is not too late but you might need to negotiate with your child

Send the right signals by checking your child's homework which should be neatly done by him/her. It means providing him/her time to do so.

If you can coach your child, teach your child to help him/herself but do not do the work for him/her. Doesn't mean additional homework and tuition is the answer.

“

Parenting is  
continuous loop  
of wishing they  
would grow  
up and stay  
little forever.



# Compilation of Useful Resources

Parenting for Wellness Toolbox for Parents (condensed info)	<a href="http://go.gov.sg/pfw-toolbox-for-parents">go.gov.sg/pfw-toolbox-for-parents</a>
Parenting for Wellness Website (full content)	<a href="http://go.gov.sg/hpbpfw">go.gov.sg/hpbpfw</a>
MOE YouTube video on how parents can support the social-emotional learning of their children.	<a href="http://go.gov.sg/selhome">go.gov.sg/selhome</a>
MOE Parent Kit	<a href="https://www.moe.gov.sg/parentkit">https://www.moe.gov.sg/parentkit</a>
Schoolbag article “Next Stop, Primary School: Preparing the Child, and the Parent”	<a href="http://go.gov.sg/prepforprisch">go.gov.sg/prepforprisch</a>

# For age-appropriate AI –guidelines and tools, explore the following resources:



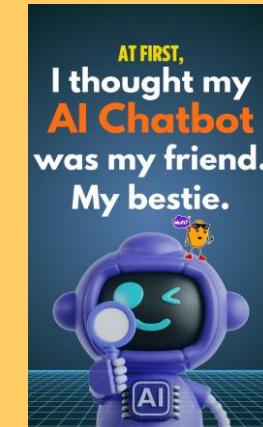
## Using GenAI tools for Learning: A Parent's Guide

Parents who wish to learn more about generative AI and how they can support their child's responsible use of such tools can view [this resource](#).



## AI & Your Child Should parents guide or guard against AI?

Parents can view [this resource](#) to learn more about the guidelines for age-appropriate use of AI.



## “Is AI Chatbot My Friend” Knowgets Video

Parents can view [this video](#) with their child to learn more about the dangers of being emotionally dependent on AI Chatbots.



# Begin your parenting journey with us

**@parentingwith.moesg**

Follow us on Instagram for bite-sized and actionable parenting tips to tackle the everyday demands of parenting.

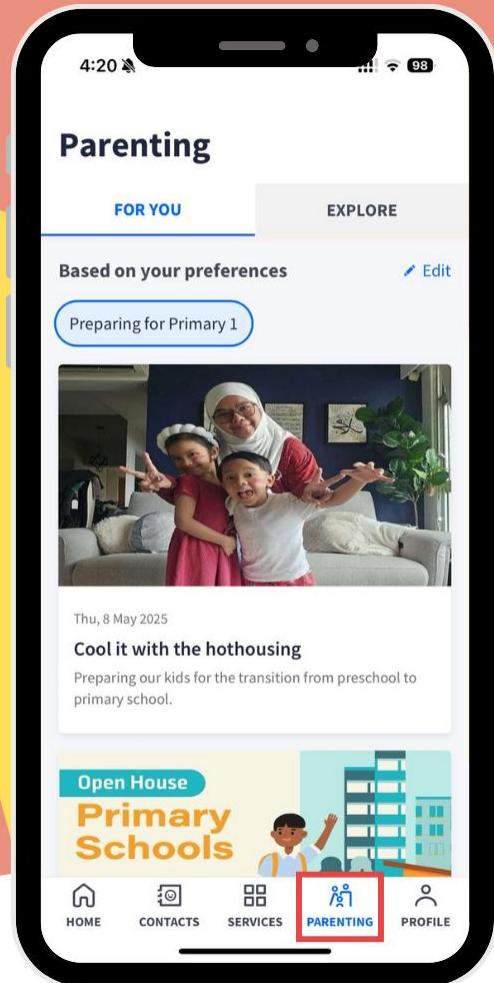




# Parenting Resources on Parents Gateway (PG)



Discover rich and customisable parenting resources on topics such as preparing for Primary 1, forging parent-child relationships and education pathways.





Invest time in your child,  
send the right messages and  
together let us nurture the  
star in your child!

**Please scan this QR code to provide us with  
your feedback.**



**Thank you!**