

P4 School-Parents Engagement & Communication Session (SPECS)

WELCOME P4 PARENTS

13 Feb 2026

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<i>Vice-Principal</i>	<i>Principal</i>	<i>Vice-Principal</i>



Updates

*The **relevant key slides** will be **uploaded** into the website for easy reference by parents.*

*Note that there will be another session at the end of Term 2 for parents to have a one-on-one conversation with the CTs during the *Grow With Me! Conversations**

We have noted some of the queries/feedback provided via PG. If there are further queries/feedback, parents can submit via the feedback form at the end of the session

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Agenda

SL Time

- ❖ Supporting your child towards success
- ❖ SBB Updates
- ❖ Home-school partnership

YH Time

Learn , grow , EXCEL TOGETHER





Supporting your child towards success

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Well-being

Did you know?



**Tinkle
Friend**

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

Mental health became **one of the top five most common topics** that Singapore's young children anonymously asked the Tinkle Friend service in 2023, alongside issues related to school, peers and family.

Mental health-related concerns among these children – mainly **aged 13 and below** – include **self-image struggles and emotional distress that presents as fear, anger, anxiety and low moods.**

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

Source: The Straits Times, 2024

SUPPORTING YOUR CHILD TOWARDS SUCCESS



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Primary 3 and 4

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

Strengthening Resilience and Well-being

- Developing resilience

Strengthening Sense of Self & Purpose

- Developing deeper self-understanding
- Setting meaningful goals

Building Positive Relationship

- Practising gratitude
- Building friendships and supporting peers

Overcoming Challenges; Managing Changes and Transitions

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

We Change as We Grow ②

How I Can Support My Friend

C H E E R

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

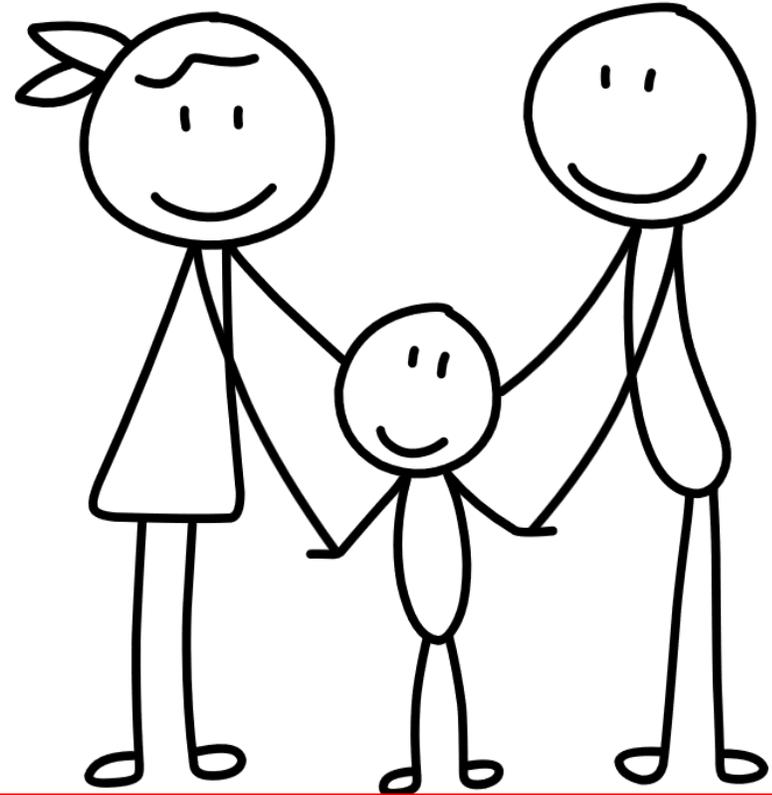
Taken from P4 CCE Journal P.7



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

Importance of Family Support

The Termly Check-In Surveys show that families are a **predominant source of support** when Primary School students are feeling stressed or anxious — demonstrating the **vital role parents play in their children's mental well-being.**



Parents are a predominant source of support for their child.

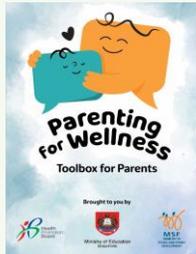
Did You Know?

The Difference between Stress and Distress



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

Cyber Wellness

TYPES OF ONLINE HARASSMENT (%)



NOTE: This question was posed only to parents who reported that their children had faced online harassment. The poll is subject to a margin of error that is comparable with other research surveys.

Source: MILIEU INSIG STRAITS TIMES GRAPHICS

CURRENT REALITY

Types and frequency of harmful content our children are exposed to

Source: Milieu Insights, [reported by the Straits Times](#) (Feb 2021)

Parents might not be aware, but...

1 in 3 children has chatted with strangers online	1 in 3 children has been exposed to pornographic materials	1 in 4 children has overshared their personal information
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Source: [MLC-TOUCH Parent Child Poll Findings](#) (30 Nov 2023)



Source: [MDDI Survey](#) (Feb 2024)

Did you know?

Most social media platforms and popular games have **App Store age-ratings:**

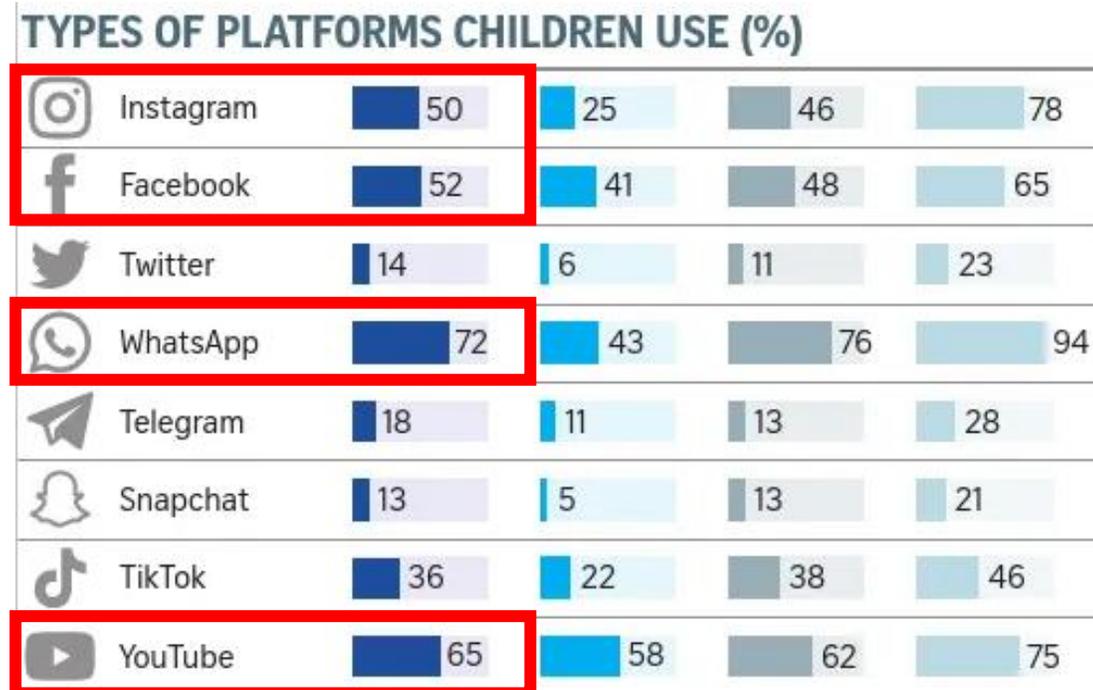
- **12+** : WhatsApp, Instagram, Roblox
- **17+** : Telegram and Discord

But the **majority of our children** have access to social media **before the recommended ages**.

Research shows that **screen use (smartphone and social media access) in young children** is associated with: insufficient good quality sleep, sedentary behaviours, obesity, and mental health and well-being .

What does this mean?

We need to ensure our children's use of devices and platforms are **age-appropriate**, and have **open conversations** with them about their digital habits.



CURRENT REALITY

About
a third
of parents



with children aged
seven to 12 said they
had Instagram accounts

Source: Milieu Insights, [reported by the Straits Times](#) (Feb 2021)



At what **age** should I give my child their first smartphone or watch?

Based on MOH's Guidance on Screen use in Children, parents should not give children mobile devices with unrestricted access to internet and applications. Parents can **delay the provision of smartphone and smartwatches** to their children.

Consider these questions:

Are they ready?	Can your child: <ul style="list-style-type: none">• keep track of their belongings independently?• handle their own responsibilities without constant reminders?• obey rules and guidelines set in place?• differentiate between appropriate and inappropriate content?
Are you and your family ready?	Can you be a good role model for your child, and establish and enforce rules with your child's smartphone usage, including monitoring apps, screen time and internet use?

If you answer 'no' to any of these questions, it is wise to wait until your child is older – **ideally when your child is in secondary school**. Children who are already facing challenges (such as low self-esteem, poor self-control, bullying, or high stress) are more vulnerable to problematic screen use.

How do I **monitor** my child's online activities and keep them safe?

#8 Resources on considerations for giving your child their first smartphone, parental controls, and in-app safety features are available at the end of the presentation.

When you decide that your child is ready to own a phone, it's important to **provide structure and support** and not simply hand over the device.

Experts recommend that parents:

- build on having a warm relationship with their child,
- set and communicate limits regarding phone use,
- pair rules with active supervision, and
- have regular conversations about your child's phone use.

In addition to these strategies, **take time to set up parental controls** on your child's device. Most phones allow you to:

Limit usage times	Control what time of the day and for how long the phone can be used.
Restrict content	Block access to content that is not age appropriate.
Manage activities	Allow only certain games or apps to be used, decide who can be added as friends, and determine whether private messaging is allowed.
Safeguard against unwanted spending	Restrict app store and in-app purchases.

It's important that you **actively monitor and discuss these controls** — especially at the beginning.

Primary 3 and 4

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

Balanced use of digital devices

- Time management and spending time on screen-free activities

Netiquette

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

Stand up against cyber bullying

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

How to stay safe online

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

My Healthy Screen Time Pledge

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

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

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

REMINDER TO SELF!

Paste this pledge at a place where I can see it every day.

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

Do My Best **27**



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

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.



Additional Resources:

Parenting for Wellness



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

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

Scan here to
access the PfW
Toolbox for Parents:



Positive Use Guide on Technology and Social Media

Scan here to access
the Positive Use Guide:



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

Positive Use Guide

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



What is Generative AI (Gen AI)?

What opportunities does it present?

*'Artificial intelligence (AI) is **rapidly changing** the way **children and adolescents play, communicate, and learn**. While it has potential to help solve complex problems, **AI presents both significant opportunities and notable risks concerning child well-being**' – ¹UNICEF (2023)*

While AI is a type of technology that allows computers to perform tasks that usually require human thinking, Gen AI is a type of AI that is probabilistic and predicts the most likely answer.

GenAI presents opportunities for learning:

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

Use of AI and EdTech in T&L

What are the limitations and potential risks of GenAI?

We recognise that GenAI might pose risks, especially when it is not used effectively:

- May give inaccurate or biased answers
- May create tendency for over-reliance when overused
- May pose risks if personal information is shared
- Probabilistic and predicts the most likely answer – it can sound confident even when it is wrong
- Responds like a person, but it does not truly understand or experience emotions.



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

Primary 4 to 6

How will your
child use AI for
his/her
learning?

WHAT IS AGE-APPROPRIATE USE OF AI?

Schools are given guidance on the age-appropriate use of AI. These guidelines are informed by learning sciences.



P1 to P3

Concrete, hands-on learning experiences, and social interactions should be prioritised to allow students to build foundational knowledge, cognitive and social skills, and human relationships.

- *Direct use of AI tools by students is not advisable as students may not be able to discern the output and may mistake AI as human*

P4 to P6

The use of AI could be **gradually introduced to students** under the guidance of teachers.

- *When using chatbots, students should be supervised and guided to discern the output as they develop in their ability to be safe and responsible users of AI*

Sec

There should be a gradual release of responsibility to **allow for independent use of AI**, so that students learn to use AI to support learning while **not over-relying on it**.

- *Students will be given opportunities to reflect on their use of AI so that they develop into confident and ethical AI users*

Pre-U

As **students become more empowered to use AI as a collaborator**, emphasis on the use of AI in a **safe, responsible, and ethical** manner continues.

- *Students will be given opportunities to innovate with AI and reflect on their use to guard against misuse of AI*

P4 to P6

The use of AI could be **gradually introduced to students** under the guidance of teachers.

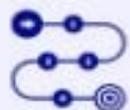
- *When using chatbots, students should be supervised and guided to discern the output as they develop in their ability to be safe and responsible users of AI*

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



Teaching and Learning Assistants



Learning Feedback Assistants

FIND OUT MORE ABOUT THEM ON THE NEXT PAGE >>>

GREATER CUSTOMISATION OF LEARNING

- **Adaptive Learning System (ALS)** provides personalised learning pathways to enable students to learn at their own pace.
- **Teaching and Learning Assistants**, such as the **Learning Assistant (LEA)** guides students self-directed learning through dialogue and iterative questioning based on curated learning materials in its knowledge base.

I can correct my own errors... click to hear more!

PERSONALISED FEEDBACK FOR LEARNING

Learning Feedback Assistants (LFAs) provide timely and targeted feedback across different subjects, helping students identify and correct their mistakes. They support the development of writing and oracy skills, content understanding, as well as problem-solving skills, while enabling teachers to focus on guiding students in deeper learning.

ALS helps me learn at my own pace... click to hear more!

SUPPORTING TEACHERS' PROFESSIONAL PRACTICE

Teaching and Learning Assistants support teachers by automating routine tasks, analysing student responses, and enhancing lesson design. Tools like **Authoring Copilot (ACP)** help teachers generate lesson ideas and activities, while **Data Assistant (DAT)** allows teacher to quickly analyse students' open-ended responses to enable timely and targeted interventions. These tools enable teachers to focus on designing more effective and personalised learning experiences.





SBB Updates

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P4 Subject-based Banding

Students can take a **mix of standard and foundation subjects** through SBB at P5 and P6. This would allow your child to:

- Stretch their potential in subjects they are strong in.
- Build up their understanding in subjects they need more help with.

Primary 4

- Your child sits for the school exams.
- School recommends a subject combination based on their exam results at the end of the year.
- You will need to fill up an option form to indicate your child's preferred subject combination.

Primary 5

- Your child takes their preferred subject combination.
- School assesses your child's ability to cope with the subjects at the end of the year.
- Adjustments to the subject levels are made if needed.

Primary 6

- Your child takes the subject combination recommended by the school and sits for the Primary School Leaving Examination (PSLE).
- Your child's progression to secondary level depends on their PSLE results.
- If your child excels in certain subjects, they can pursue higher level options in secondary school.

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P4 Subject-based Banding

1. If your child passes 3 or more subjects in Primary 4, your child will be offered the 4 standard subjects:
 - English Language
 - Mother Tongue Language
 - Mathematics
 - Science
2. Higher Mother Tongue Language may also be offered if your child passes all 4 subjects and does very well for Mother Tongue Language.

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P4 Subject-based Banding

3. Students who pass 2 subjects or less will be offered the following choices:

- 4 standard subjects
- 3 standard subjects + 1 foundation subject
- 2 standard subjects + 2 foundation subjects
- 1 standard subject + 3 foundation subjects
- 4 foundation subjects

4. Taking subjects at the foundation level is not a disadvantage for your child. It will help them to build up the fundamentals for the subjects and better prepare them for progression to secondary school.

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Home-school partnership

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Home-School Partnership



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Your child may be experiencing

- **Concerns** about meeting one's own expectations and those of others (e.g. peers, parents, and teachers)
- **Disappointment** from receiving results that do not match invested efforts and expectations

What your child
may be
experiencing

Supporting your child

Tips on how you can support your child

- **Show interest** in what your child learns each day, not just their homework or test preparation.
- Remind your child that assessments are important ways to **understand gaps in learning** and to use feedback from these assessments to improve. Emphasise that these assessments **do not define a child's worth** or future.
- **Recognise and affirm** your child's effort rather than just the outcomes. Celebrate small improvements.

Supporting your child

Tips on how you can support your child

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



Year Head Segment

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Home School Partnership



Home · School · Community

MOE Home-School-Community Partnerships

Building on Trust, Partnering as One



Updates on Hurtful Behaviour

What are hurtful behaviours and bullying?

In Singapore, local studies show that **verbal/social bullying forms the bulk of the types of bullying experienced in schools** and they often start as 'harmless teasing' or leaving someone out but escalate into bullying.



Hence, **we need to take a serious view of all forms of hurtful behaviours and bullying**, starting from once-off insensitive remarks before they become normalised or escalated.

Hurtful behaviours

Unkind and hurtful acts that include insensitive words/actions, even physical violence.

Bullying

Happens when a person behaves in a way that hurts someone

repeatedly and on purpose



Examples of Hurtful Behaviours

Physical

Hitting someone or damaging someone's belongings, tends to occur alongside other forms of hurtful behaviours

It can extend from offline to online platforms, amplifying its visibility

Social

Leaving someone out of a group or things on purpose

Verbal

Name-calling, spreading rumours or making threats

Cyber

Occurs when online technology (e.g. mobile phones, computers or social media) is used as a means to hurt or upset someone on purpose and repeatedly (through sharing and/or resurfacing a post)

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

Some common forms of cyber bullying include flaming, harassment, cyber stalking, denigration, impersonation, exclusion, trickery and doxxing.



Our Firm Stance on Hurtful Behaviours and Bullying

Any form of hurtful behaviour is **wrong** and **unacceptable**.
We will take action when informed of such cases.

We will focus on developing a **caring and enabling school environment** by:

- *Strengthening our students' **character and resilience** through CCE lessons and student development experiences, helping them learn relevant social and emotional skills such as empathy, emotion regulation, friendship building*
- *Developing **peer support culture** among students*
- *Helping our students learn how to support their peers with peer bonding, helping and influencing skills; building positive peer relationships*
- *Fostering **positive teacher-student relationships***
- *Conducting **regular professional learning** for school staff*
- ***Equipping teachers to create positive class culture through role-modelling and effective management of hurtful behaviours and bullying incidents***



ROLE OF PARENTS

What our students would like their parents to know (From FGDs)

"We see you as our **trusted adult** - someone we can turn to for **emotional support and advice**."



"We need **space to handle everyday conflicts ourselves** - it helps us build problem-solving skills."

"We want you to **partner** our teachers, working together with them to tackle bullying effectively."

"We value your **guidance**, but we'd like you to **step in directly only when things get really serious**."



ROLE OF PARENTS

What can parents do when their child encounters a bullying incident?

Using C.H.E.E.R as a guide was mentioned earlier in the SL slides

If your child is bullied

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

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

- **C**alm them down. Speak in a gentle tone.
- **H**ear them out. Lend them a listening ear.
- **E**mpathise with and acknowledge their feelings.
- **E**ncourage them to seek help.
- **R**eassure them that you will always be there to support them and listen to their problems.



ROLE OF PARENTS

What can parents do when their child encounters a bullying incident?

If your child is the bully

Remain calm and try to find out more from them. You can:

- **Ask questions** to understand what happened.
- Let them know that bullying is unacceptable. **Encourage them to apologise sincerely and make amends** to repair relationships.
- **Monitor** their online activities (if relevant), e.g. social media posts.
- Reach out for **extra support from school**.

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



ROLE OF PARENTS

What can parents do when their child encounters a bullying incident?

If your child is a bystander

It is important for them to feel **safe** and **supported**. You can guide your child to take on **upstanding behaviours** and **look out for friends in need**.

- Ask your child whether they want you to **listen**, to **help with more ideas about what to do** or **help them to report the incident**.
- Remind your child **not to like, share, record or repost** the message or media if the act is surfaced online.
- Let your child know that **it is okay if they don't feel safe or confident to stand up to bullying**. Brainstorm with them on **ways they can support the victim**, e.g., go with another friend to report to the teacher.

Telling an adult is helping, not tattling.



Addressing Queries from PG

We have noted some of the queries/feedback provided via PG. If there are further queries/feedback, parents can submit via the feedback form at the end of the session

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Central kitchen model

Currently, the school has sufficient stalls in operation to meet its needs. Therefore, the Central Kitchen Model will not be implemented at this time.

Wider variety at the canteen

Currently, we maintain considerable variety within the school. This diversity is largely dependent on our canteen stall uptake rates.



Healthy food options

We encourage students to eat healthily. During snack breaks, students are highly encouraged to bring portable fruits like apples, bananas, or grapes in their bags for healthy snack breaks. Our canteen vendor also does sell fruits, such as apple, orange, dragon fruits and papaya, daily.

Student Well-being for Recess

Currently, the student has sufficient time to eat and engage in recess play within the 30 minutes allocated for recess. Students will be given extra time if required. They just need to approach the teachers on duty.



Heavy Student Handbook

The school noted the bigger and heavy student handbook. We will try to explore better ways to balance the usability, content and weight of the handbook.

Student Lockers in School

Subject teachers keep the necessary books and materials for students in the classrooms to lighten their bag load. Therefore, students do not need to have personal lockers.



Holistic Development of Students

The school provides holistic development of students during curriculum and beyond curriculum hours covering Cognitive, Aesthetics, Leadership, Moral, Physical and Social-Emotional domains. Eg EMS/MT/PAM, CCE lessons, Learning Journey, ALP on Coding, etc

Key learning experiences for P4 are as follows :

Term 1 : ALP (Coding)

Term 2 : Nature Quest

Term 3 : LJ – Harmony in diversity Gallery

Term 4 : LJ – Museum based learning



DSA Matters

Parents can refer to the P6 SPECS slides at the school website and the MOE DSA website for more information : <https://www.moe.gov.sg/secondary/dsa>

Junior Sports Academy(JSA)

Parents can email queries to HOD PE/CCA (Mr Jerry Chua) at chua_chun_wei@schools.gov.sg



Heavy bags due to school textbook

We advise that students bring their textbooks home for revision.

Science lesson is not everyday so students have to learn to pack their bags and take out books that they do not need.

EL has no textbooks as well.

Hence the load of their school bag should be manageable.

Feedback for Students Learning

For EL and MTL, we will give feedback form for oracy and writing skills.

For Math and Science, we give student feedback on their learning gaps when we go through the corrections with them.

Feedback for each child for each subject will be given during Grow with Me! Conversation. Parents are also welcome to contact the subject teachers if they require more information about their child's learning.

Assessment matters

There are many ways teachers assess student learning progress in class. Other than in class assessment and quizzes, student participation, reflection and presentation also allows teachers to have a good understanding of their students' learning. Different subjects may also have different ways of assessing learning.

Assessment Schedule

In line with MOE's assessment guidelines, the school seeks to reduce unnecessary academic pressure and to move away from an over-emphasis on grades, focusing instead on consistent learning and formative practices.

As such, assessment schedules are communicated by week initially, with the exact dates shared one week prior to the assessment. This approach encourages students to maintain regular revision habits rather than rely on last-minute preparation, while still providing sufficient notice for focused revision closer to the assessment period. We appreciate your understanding and support.

How to improve on Maths

It is important for P4 to grasp their basic concepts such as multiplication tables, long division and fractions. These key concepts are extended in different topics when they are in P5&6.

A lot of practice in questions and ability to visualise is needed to do well in Math.

Remedial class

There is no remedial class for P4. However, we do a 2-day bridging programme for identified students who are weak in basic foundation concepts before June holiday.

Support for weaker students

We have in place more teacher-support (e.g. additional teachers, smaller classes, SEN Officer in-class support) to cater to the learning needs of students.

Additional support can also come in the form of customised support from subject teachers, peer support by buddies and SENO support based on the needs of the child.

Maths Olympiad

P4 is a level not ready for Olympiad competition as the content coverage is insufficient for the child yet. We send students for Math and Science Olympiad in P5 and P6. The curriculum is tight and therefore it is not possible to include Olympiad training within the curriculum.

Academic Stretch Programmes

We have ACE it Programme which stretches the high ability students in the different subject areas.



Compilation of Useful Resources

You can access all digital parenting resources by scanning this QR code!

These resources focus on:

- Managing Device Use
- Respectful Communication
- Role-modelling healthy habits
- Fostering Real Connections
- Unlocking their First Smartphone or Smartwatch
- Playing Online Games
- Accessing their First Social Media Accounts
- Cyberbullying
- Parenting for Wellness
- Positive Use Guide
- Grow Well SG



<https://go.gov.sg/cwresources-parent>

s



Thank you and have a good weekend ahead!



Note that there will be another session at the end of Term 2 for parents to have a one-on-one conversation with the CTs.

Please scan the QR code for the feedback or to provide us with more information about your child or request for C4RE Teachers to give a return call to you.

