

2026 PRIMARY 6

SCHOOL-PARENTS engagement &
COMMUNICATION session

6 FEBRUARY 2026

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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
- ❖ PSLE and beyond
- ❖ DSA application experiences
- ❖ Home-school partnership

YH Time

Learn , Grow , EXCEL TOGETHER





Supporting your child towards success

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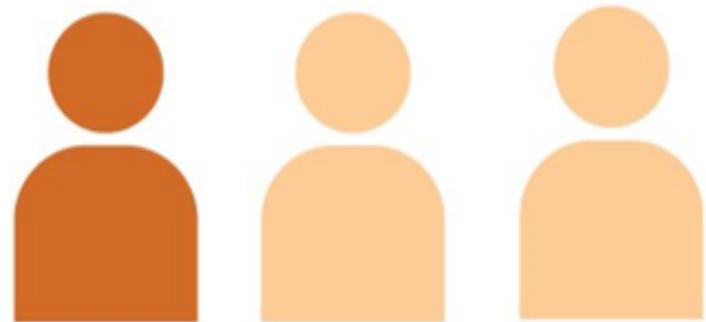


Did you know?



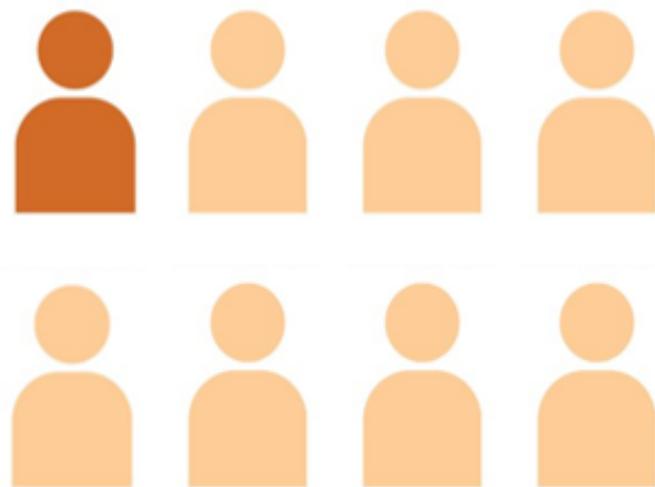
Singapore Youth Epidemiology and Resilience Study (2023)*

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



⁺ based on self-reporting scores

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



Common mental health conditions experienced by children and youth include:



Generalised Anxiety Disorder
(2.75% of those diagnosed)



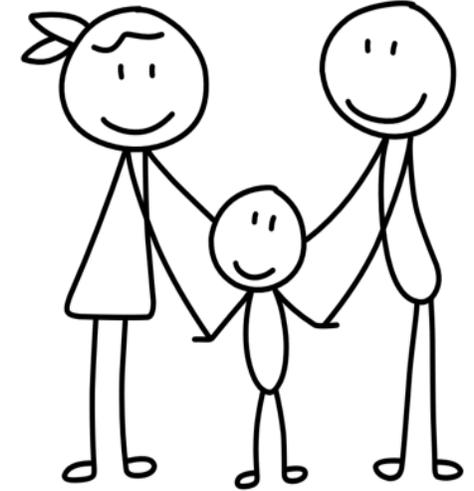
Major Depressive Disorder
(2.37% of those diagnosed)

Graphics Source: Parenting for Wellness Toolbox

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

Importance of Family Support

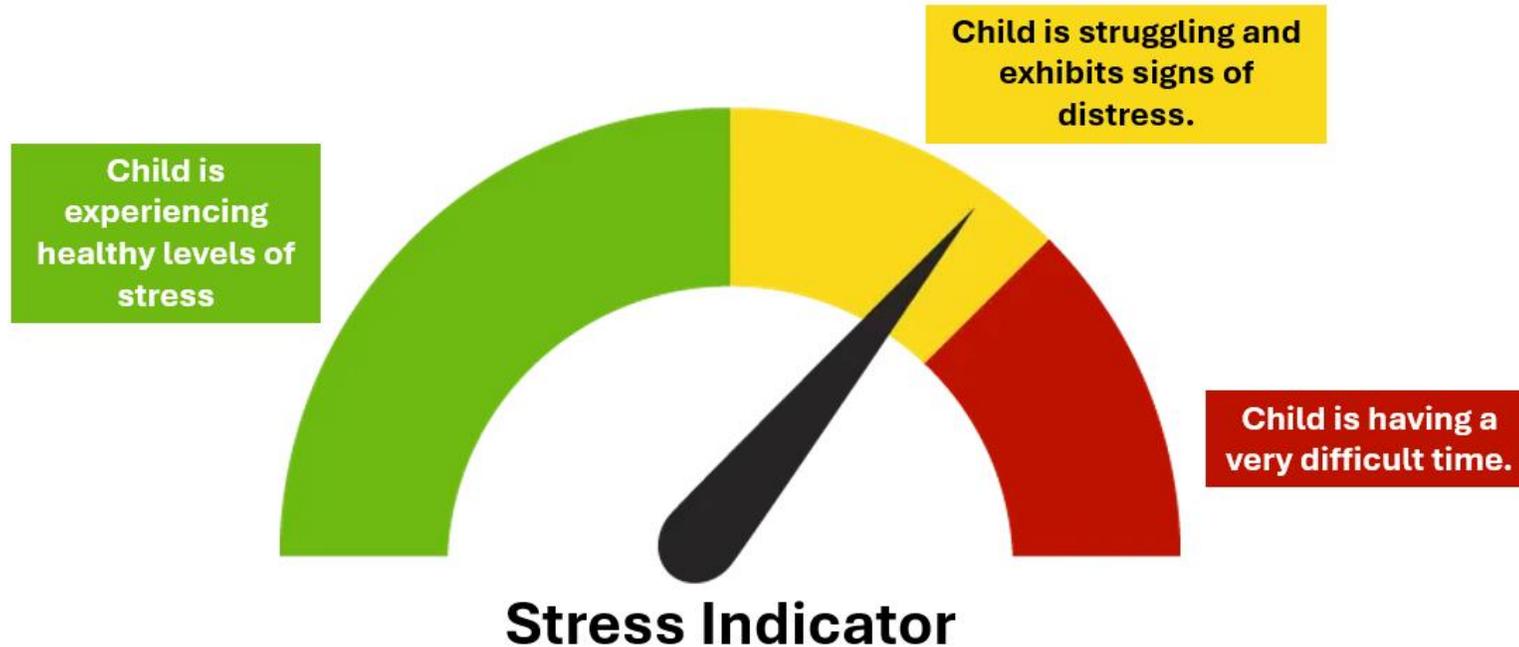
The Termly Check-In Surveys show that families are a **predominant source of support** when Primary School students are feeling stressed or anxious — demonstrating the **vital role parents play in their children's mental well-being**.



Parents are a predominant source of support for their child.

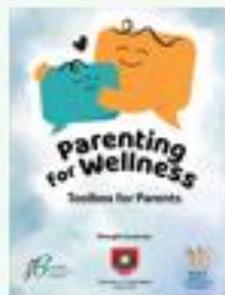
Did You Know?

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 signs and 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

Well-being

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

SUPPORTING YOUR CHILD TOWARDS SUCCESS



Well-being

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

SUPPORTING YOUR CHILD TOWARDS SUCCESS



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P6 Check-In Insights: Guiding Our Support and Partnership

Our P6 students shared both their worries and their strengths during a recent check-in survey. This helps us plan support more intentionally and work closely with parents.

Common Challenges Shared by P6 Students:

Feeling overwhelmed by homework demands (stress)

High personal expectations and fear of not doing well enough

Adjusting to new subjects and more demanding topics

Strengths Observed from Student Check-Ins:

Able to identify and rely on their support system (family, friends, teachers)

Strong peer relationships and friendships

Showing adaptability and effort in working towards their goals

In response to these insights, the following segments share how the school is supporting our P6 students and how parents can partner us.



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

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.

Cyber-wellness

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
AGE WHEN THEY STARTED USING SOCIAL MEDIA (%)				
3 years old or below	9	17	6	4
4-6 years old	25	42	24	11
7-9 years old	39	41	46	31
10-12 years old	22	0	24	40
13-16 years old	5	0	0	14

CURRENT REALITY
Children are going online from a younger age

CURRENT REALITY
Two-thirds of these children use a smartphone and/or a tablet/iPad daily.

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
DEVICES USED DAILY BY CHILDREN (%)				
Smartphone	84	67	85	98
Personal laptop	32	13	30	51
Family laptop	36	44	37	27
Tablet/iPad	52	65	51	40
Others	5	7	5	5

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Primary 5 and 6

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

Be a positive peer influence online and manage digital footprints

- Speak up and stand for what is right regardless of peer pressure
- Seeking help from trusted adults/sources when needed
- Awareness of permanence of online data and review privacy settings

Importance of cybersecurity

- Protect oneself from phishing, spam, scams and hacking

How to verify online falsehoods

- Use S.U.R.E.* to verify information online

Staying Safe from Pornography

- Understand the impact of pornography on themselves and others
- Reject pornographic content using the 'Stop-Think-Do' strategy.
- Know that keeping, selling, sharing or forwarding pornographic materials is an offence

*S.U.R.E. stands for **S**ource, **U**nderstand, **R**esearch, **E**valuate.*

It is part of National Library Board's Information Literacy Programme.

I Can Be an Upstander 1 Date: _____

What Are Hurtful Behaviours and Bullying?

Repeatedly causing intentional hurt to others

Hurtful Behaviours	Bullying
Unkind and hurtful acts that include insensitive words/actions	Happens when a person behaves in a way that hurts someone repeatedly and on purpose

Everyone has the choice to do what is right.

You have the power to stop hurtful behaviours and bullying, both online and offline.

How would you feel if you were able to help a friend who was being hurt or bullied?

Paste sticker from page 61.

38 Care and Respect for Others



Encourage our children to share their experiences as they navigate friendships.

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.



#4 Resources on having open conversations about digital habits are available at the end of the presentation.

Role Models

You play a key role 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.

- You are in the best position to role model these skills through daily interactions with your child.
- **Listen to understand first**, instead of jumping straight into giving advice and solutions.



#5 Resources on [role modelling respectful communication](#) are available at the end of the presentation.

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

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Use of AI and EdTech in T&L

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



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

1. AI use for teaching and learning must be **age-and developmentally-appropriate**.
 - **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 Singapore Student Learning Space (SLS). Students will use these tools when their teachers incorporate these tools within the assigned SLS modules.

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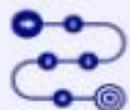
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AI CAN MEANINGFULLY TRANSFORM TEACHING AND LEARNING



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!

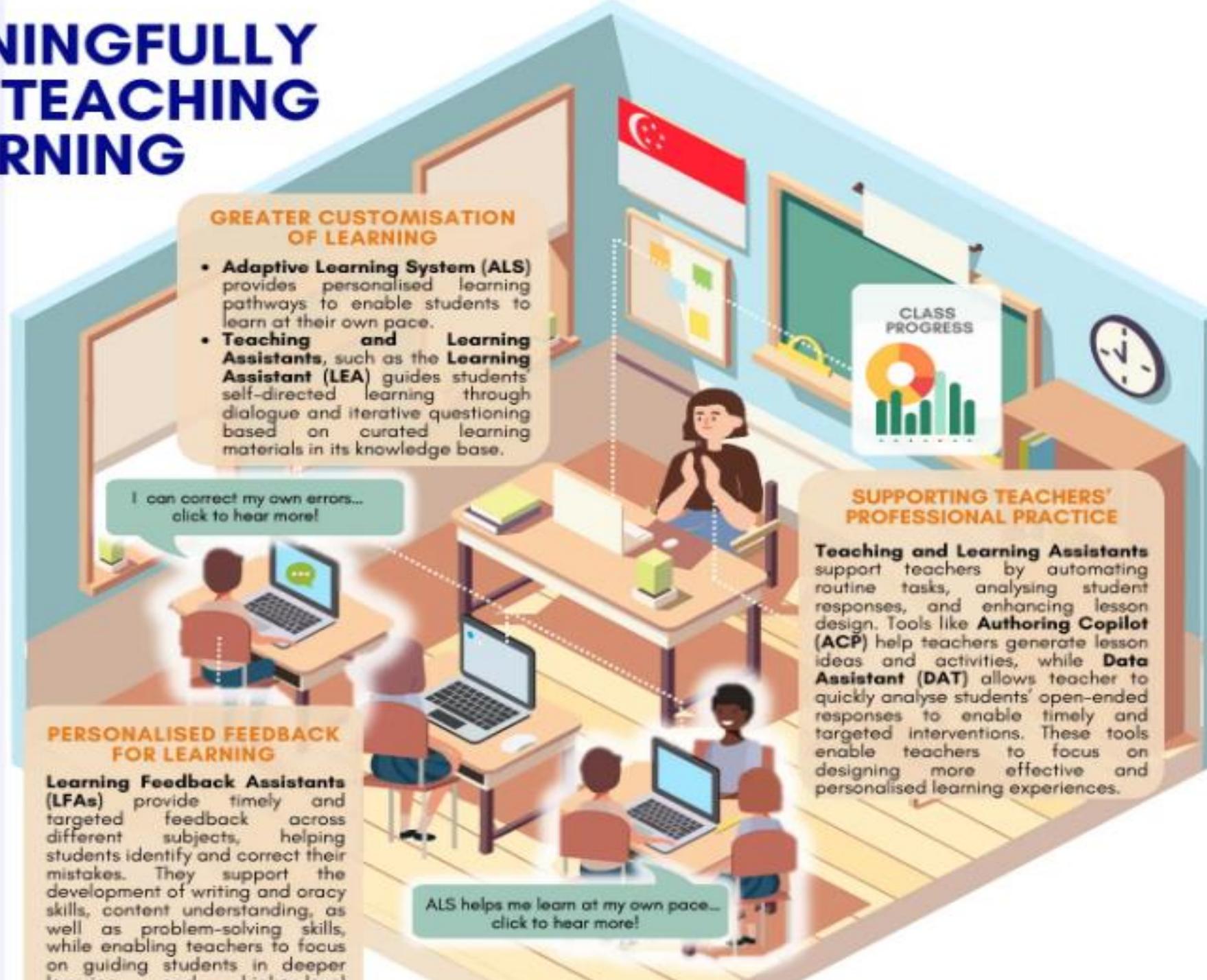
PERSONALISED FEEDBACK FOR LEARNING

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.





P6 & Beyond

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P6 and beyond

FULL SBB IN SECONDARY SCHOOLS

2024

From this point, Sec 1 students will be able to study subjects at three levels, G1/G2/G3 (G stands for General). Express, N(A) and N(T) labels will be removed.



2024

Students will continue to be posted to secondary schools using 3 PSLE scoring bands. This is to ensure that when students enter Sec 1, they start out by taking subjects at a level suited to their pace of learning.



2027

At the end of secondary school, students will sit for the common national examination and receive a new national certification with subjects at G1/G2/G3 levels. Students will use the new certification in the following year to enter JC, Polytechnic or ITE in 2028.



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P6 and beyond

Mixed Form Classes at Lower Sec

Pupils will be grouped into **mixed form classes**, with each form class **comprising students of different learner profiles**.

Changes to Secondary 1 posting

- Starting from the 2024 Sec 1 cohort, Pri 6 students will be admitted to Sec 1 through three posting groups
- Posting groups are assigned based on PSLE scores, mapped from existing PSLE score ranges for Express, N(A) and N(T) streams

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

Infographic: Rafa Estrada Source: Ministry of Education, Feb 28, 2023

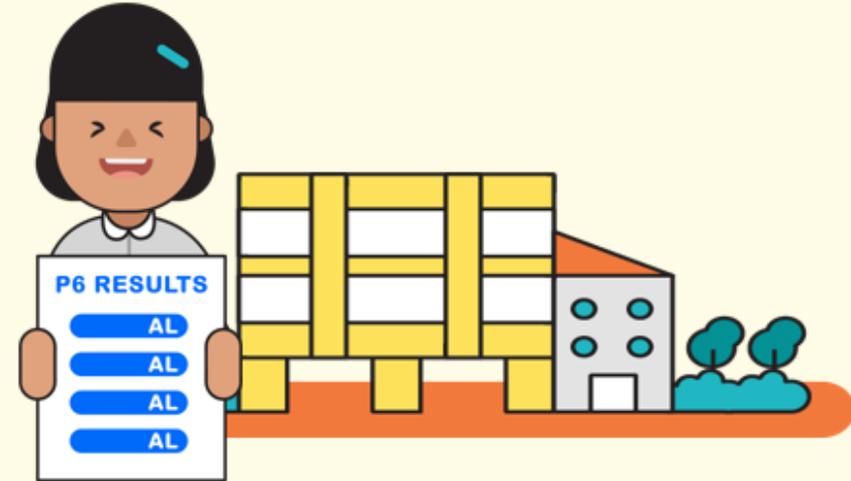


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P6 and beyond

PREPARING FOR THE S1 POSTING EXERCISE



Use all 6 options with a range of Cut-off Points as this will increase your child's chances of being posted to a school of their choice.

Take reference from schools' PSLE Score ranges, which serves as a guide for you and your child to shortlist school choices. Consider at least 2-3 schools where your child's PSLE Score is better than the school's Cut-off Point.

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Direct-Schools Admission

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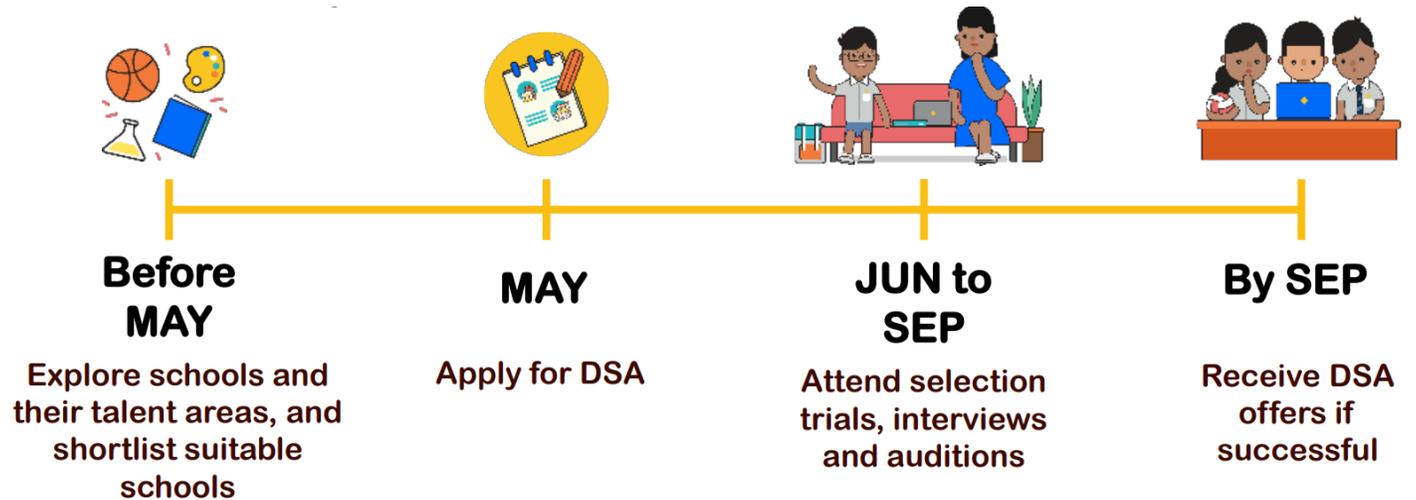


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Direct School Admission – Secondary (DSA – Sec)

P6 students can apply for DSA-Sec based on a wide-range of talents, including:

- Sports and games
- Visual, literary and performing arts
- Debate and public speaking
- Science, mathematics and engineering
- Languages and humanities
- Uniformed groups
- Leadership



DSA allows students to **seek admission to a secondary school of their choice** on the **basis of talents and achievements** that may not be demonstrated at the Primary School Leaving Examination (PSLE).



Home-school Partnership

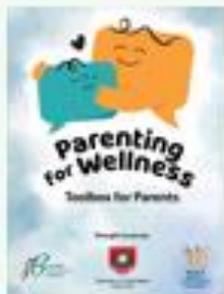
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How can you support your child?

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



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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

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.



Year Head Segment

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Home School Partnership



MOE Home-School-Community Partnerships

Building on Trust, Partnering as One



Vaping: Key Facts

Vaping is **harmful** to health

- Vapes contain **toxic substances and nicotine**, which is highly addictive.
- Vapes with Etomidate pose **serious harms to users**. Effects include:
 - **Serious psychiatric effects** like suicidal behaviour
 - **Physical effects** such as confusion, loss of consciousness, uncontrolled movements
 - **Disruption of vital body functions**, for example, irregular heart rhythms, abnormal blood pressure, breathing difficulties, and hormone imbalances that can be **fatal** in severe cases.

For more information and resources:

<https://www.gov.sg/stopvaping/>

THE STRAITS TIMES

Log in Menu

Lung damage, poor brain development, addiction: What vaping does to the body

Sign up now: Get ST's newsletters delivered to your inbox.



To young people, vapes, e-cigarettes, dab pens, pod-mods, and vaporisers are easy to hide, making it simple for them to be used undetected.
PHOTO: ST FILE



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Role Of Parents

What can parents do to help?

- Have open conversations with your child about vaping.
 - Be **Casual**: You can bring up the topic casually, like if you and your child see vaping content on social media, a vape report on the news, or someone vaping.
 - Be **Curious**: Ask your child what they know or think about vaping. You might be surprised by how much they already know. Thank them for sharing their thoughts and foster an open dialogue.
 - Be **Candid**: Then, share your own feelings about vaping in a simple and open way. For example, you could say, "When I see people vaping, I worry about their health. Vaping has a lot of health risks and it's not worth it. I want to help you figure out what to do if someone offers you a vape."

Additional Resources for Parents	Attachments
Parent's Guide on Vaping (Families for Life)	https://file.go.gov.sg/parents-guide-vaping.pdf



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.

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

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).

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.**"



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



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.



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., their social media posts
- Reach out for **extra support from school**.



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



Telling an adult is helping, not tattling.

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.



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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Overall Student Well-being	<i>Already covered inside the SL/YH slides</i>
Preparation for PSLE	<i>Already covered inside the SL/YH slides</i>
Academic Preparation for PSLE	<i>Usually by Term3 (early) for all subjects. Remediation for students after CNY for selected students. T3 supplementary lessons for all students & students step down from CCA during that time.</i>



Extra Classes for P6 during school Holidays	<i>No supplementary lessons in March; only last 3 days of June holidays before term 3 starts.</i>
More Homework	<i>Subject teachers pace homework for students and ensure that students well-being is taken care of.</i>
Managing Overall Well-being with Homework and Tuition	<i>Students will be given practice by sections/segments and timed practices in school. Parents need to work with the students to manage the overall well-being.</i>



DSA Preparation	<i>Already covered inside the SL/YH slides</i>
More Food Choices :	<i>Currently, we maintain considerable variety within the school. This diversity is largely dependent on our canteen stall uptake rates.</i>



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-parents>





Thank you



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