P2 Parents Briefing

6 February 2026

Programme

Welcome Address by School Leader

School-Home Partnership

School Rules and Regulations

Holistic Development & Student Well-Being

Briefing by Form Teachers

Vision

Lifelong Learners, Leaders of Character

Mission

Building Character
Enriching Lives
Stretching Po**T**ential

Values

Perseverance

Respect

Integrity

Diligence

Empathy

Student Vision Outcomes

Engaged Learners

- Show curiosity for learning
- Work with others respectfully
- Take responsibility for their own learning
- Think critically and communicate confidently

Student Vision Outcomes

Resilient Learners

- Develop a growth mindset towards learning
- Stay focused and persevere when faced with difficulties
- Reflect on their thoughts and actions and learn from mistakes
- Adapt and explore different solutions to respond to challenges

Student Vision Outcomes

Caring Citizens

- Know and love Singapore
- Show kindness and graciousness to people around us
- Demonstrate sensitivity to customs and cultural practices in Singapore
- Demonstrate awareness and participate actively in school and community events
- Adopt healthy habits, develop an awareness of the arts and care for the environment

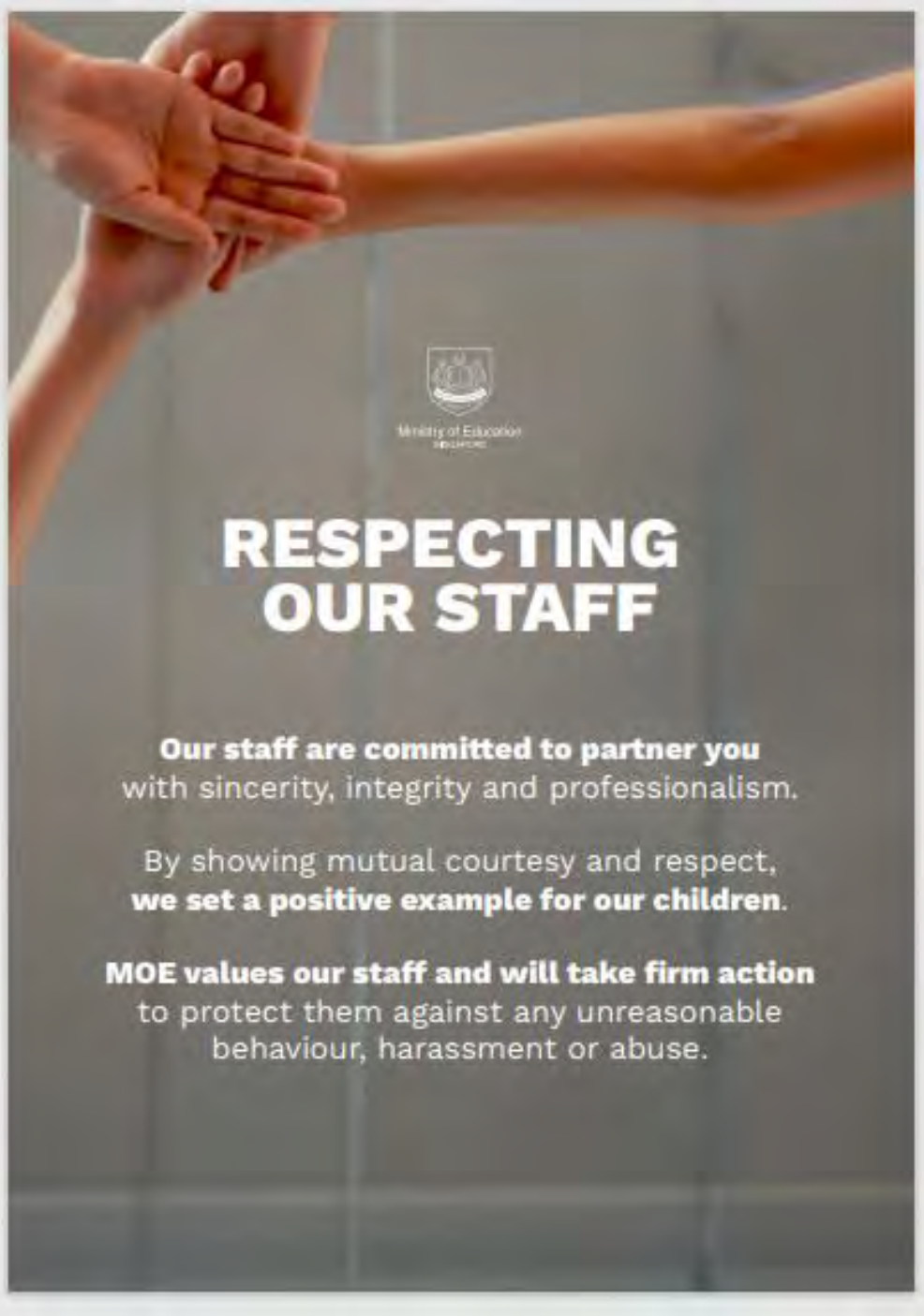
Student Vision Outcomes

Leaders of Character

- Demonstrate strong PRIDE values
- Know right from wrong
- Know their strengths and areas for growth
- Lead confidently

School-Home Partnership

Our Engagement Charter



Communication with School

Service Standards for Response Times

- The school commits to the following response timeframes:
  - **3 working days**: Acknowledge all feedback and reply to straightforward enquiries.
  - **7 working days**: For cases needing investigation, including gathering statements and reviewing evidence.
  - **21 working days**: For complex cases involving detailed investigations, multiple parties, or external agencies.

Communication with School

Service Standards for Response Times

- In all cases, the reporting party will be kept informed of progress and any delays that may occur due to exceptional circumstances.

Communication Hours

- Parents are advised to contact our teachers during office hours (7:30 am – 5:30 pm). Other than in emergencies, staff are not required to respond outside office hours or during school holidays.

- Please note that staff are not obliged to share their personal mobile numbers, and your understanding is appreciated.

SCHOOL RULES
AND
REGULATIONS

- Students are expected to attend school regularly.
- Students **will not be granted** permission for vacation or overseas trip before the school term ends.

- Attendance in school is compulsory. Absence from school must be covered by a medical certificate.
- A signed letter from the parent/guardian will be taken into consideration on a case-by-case basis.
- The number of signed letters from parent/guardian **should not exceed 10 per year**.

Parents Gateway (PG) – Absence Notification

- Parent **will be notified** of student's absence via PG.
- Parent **can submit reasons** and documents via PG.

Parents Gateway (PG) – Absence Notification

- It is important for your child to be in school by **7.30 am**.
- You will receive a notification if your child is not present in school or has reported later after the first morning attendance has been taken.

Attire

- Students are to wear the prescribed school uniform and modification to the uniform is not allowed.
- Iron on nametag must be placed above the pocket of shirt/blouse and above the school badge on the PE attire.

Attire

- On days when there are PE lessons, PE attire (shorts and House T-shirt) is to be worn.
- P2 girls can wear shorts and House T-shirt.

Attire

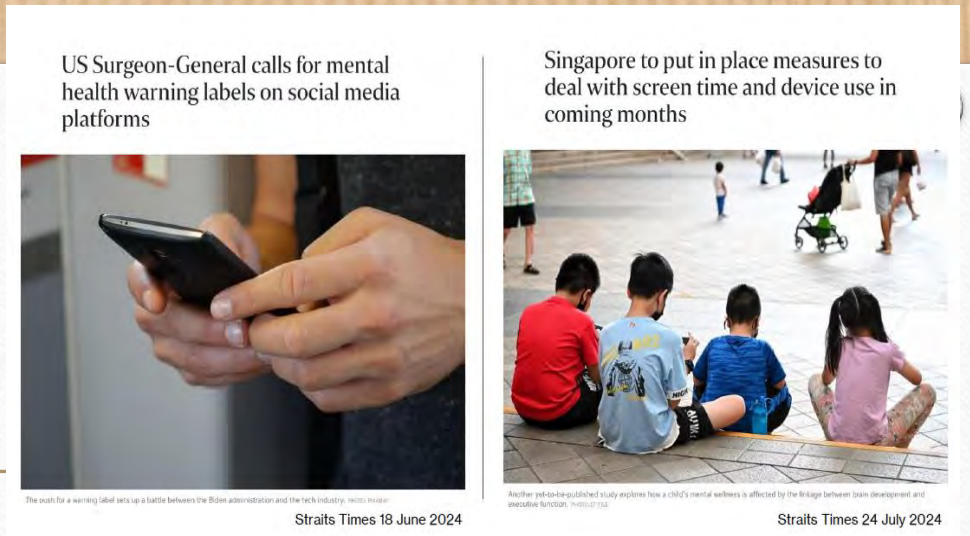
- Students are to wear white socks. Ankle socks are not allowed.
- Students are to wear white shoes with no high cut or other fanciful/colourful designs.
- Sweaters and wind-breakers should not be outlandish or have offensive messages.

Hair & Appearance

- Students **should not wear jewellery**.

- Girls are allowed to wear only one pair of small plain ear studs. No other jewellery or any item of personal adornment (e.g. bracelets, necklaces, wristbands) is to be worn.
- All male students must be clean-shaven at all times. Moustache and beards are not allowed.
- Fanciful hairstyles are not allowed.
- Hair bands/clips/ribbons must be black or navy blue.

Mobile Phones & Smart Watches


US Surgeon-General calls for mental health warning labels on social media platforms

Straits Times 18 June 2024

Singapore to put in place measures to deal with screen time and device use in coming months

Straits Times 24 July 2024

- Use of Mobile Phones and Smart Watches in School
  - Students are required to put the mobile phones/smart watches in their ***classroom lockers*** only. Students are expected to buy a lock to keep their locker secure.
  - After school ends, students can retrieve their mobile phones/smart watches from their lockers and are allowed to contact their parents/guardian at the waiting area beside Gate 1 or Gate 3 just before they leave the school premise.

Mobile Phones & Smart Watches

- Application form can be downloaded from the link/QR Code provided in the school 1st Keeping in Touch letter.

For smart watch:
https://go.gov.sg/pypssm

For mobile phone:
https://go.gov.sg/pypshp

POSB Smart Buddy Watch & Fitness Tracker

- Students are allowed to wear POSB Smart Buddy Watch and fitness trackers as long as their functions do not extend beyond time-telling, timekeeping and fitness-related tracking (e.g. step count).

- Such devices should not possess communicative features (e.g. messaging and calling apps/social media access) and photo/video capabilities, which distract students during lessons and do not comply with examination regulations.

Caring & Enabling Environment

- The school is committed to providing a safe, caring and respectful learning environment where every student can learn without fear. **We have a zero-tolerance stance on bullying.**

Repeatedly causing intentional harm to others

Hurtful Behaviours

- Include humiliating, distressing or insensitive behaviours
- Range from insensitive words/actions to peer conflicts and bullying
- Undermine psychological safety of victim

Bullying

- Involves repeated or persistent behaviours intended to cause hurt, distress or humiliation
- Can be physical, verbal, social and/or cyber in nature.

Physical- persistent in hitting someone or damaging someone's else belongings.

Verbal-repeated name-calling, spreading rumours or making threats

Social- leaving someone out of a group or things on purpose

Cyber- using online messages, images or videos to hurt someone.

Caring & Enabling Environment

Reporting

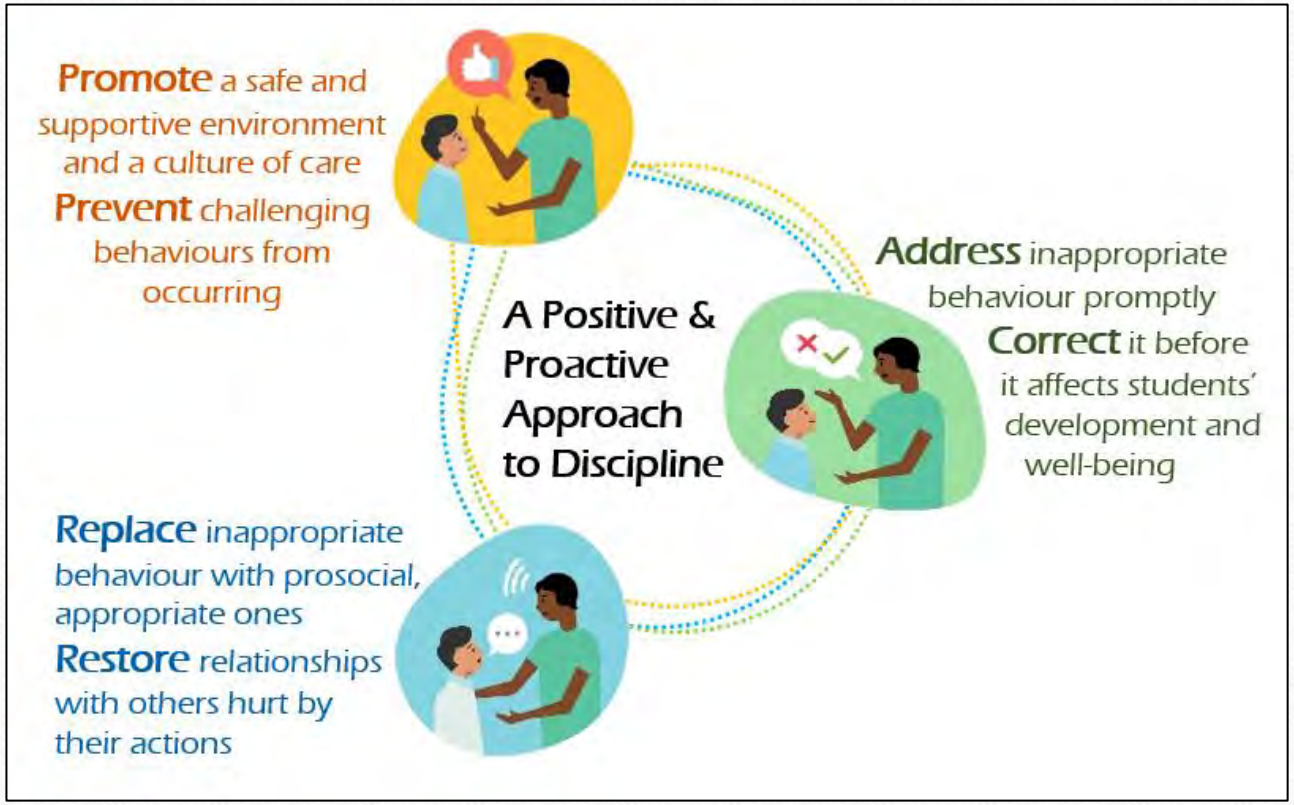
- Students may report incidents to any teachers or school staff. All reports will be taken seriously and treated confidentially.

Approach

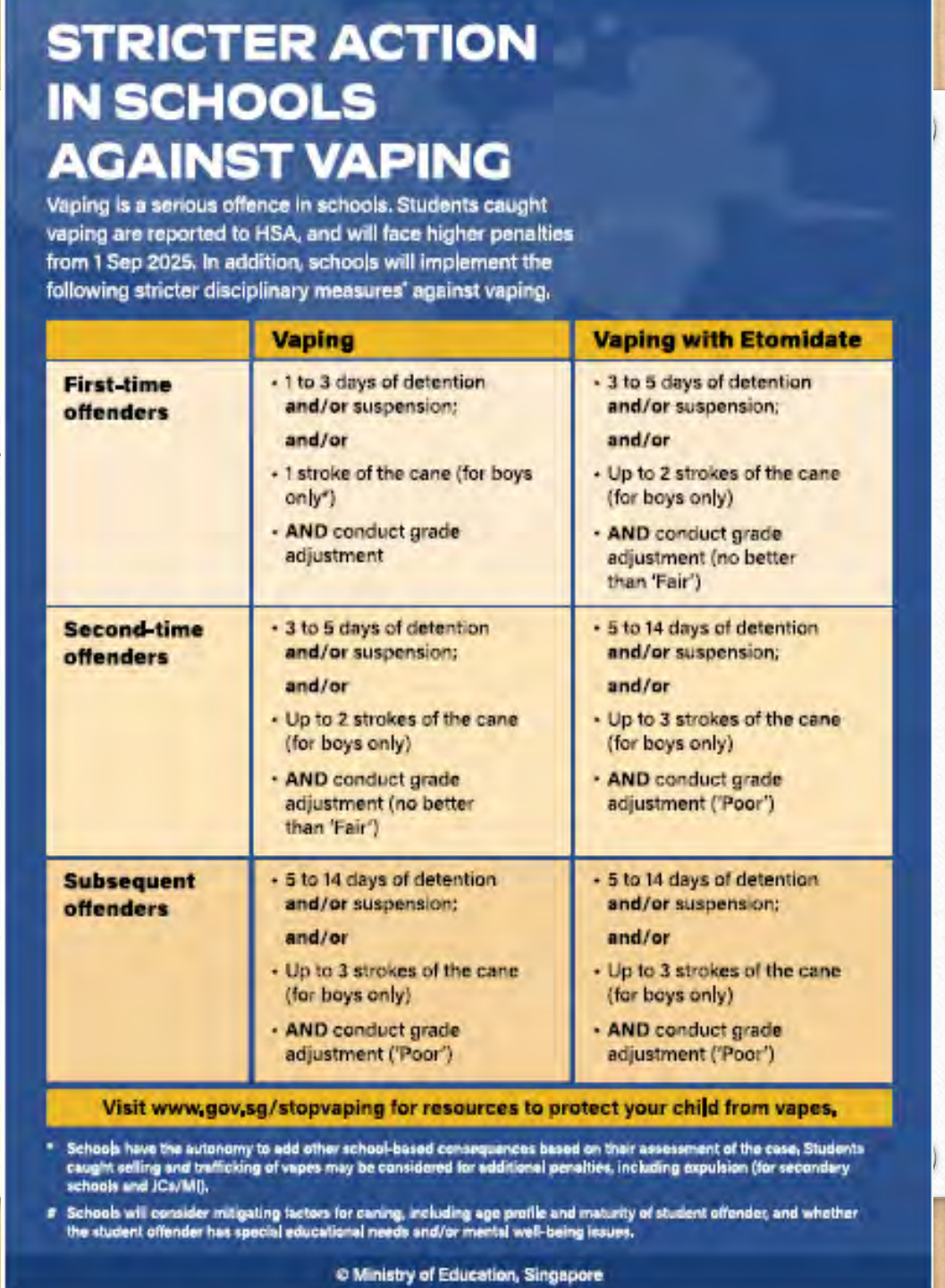
- School takes a multi-pronged approach to address bullying, guided by MOE's proactive and positive approach to discipline.

Caring & Enabling Environment

Approach



Anti-Vaping



STRICTER ACTION IN SCHOOLS AGAINST VAPING

Vaping is a serious offence in schools. Students caught vaping are reported to HSA, and will face higher penalties from 1 Sep 2025. In addition, schools will implement the following stricter disciplinary measures* against vaping.

	Vaping	Vaping with Etomidate
First-time offenders	• 1 to 3 days of detention **and/or** suspension; **and/or** • 1 stroke of the cane (for boys only#) • **AND** conduct grade adjustment	• 3 to 5 days of detention **and/or** suspension; **and/or** • Up to 2 strokes of the cane (for boys only) • **AND** conduct grade adjustment (no better than 'Fair')
Second-time offenders	• 3 to 5 days of detention **and/or** suspension; **and/or** • Up to 2 strokes of the cane (for boys only) • **AND** conduct grade adjustment (no better than 'Fair')	• 5 to 14 days of detention **and/or** suspension; **and/or** • Up to 3 strokes of the cane (for boys only) • **AND** conduct grade adjustment ('Poor')
Subsequent offenders	• 5 to 14 days of detention **and/or** suspension; **and/or** • Up to 3 strokes of the cane (for boys only) • **AND** conduct grade adjustment ('Poor')	• 5 to 14 days of detention **and/or** suspension; **and/or** • Up to 3 strokes of the cane (for boys only) • **AND** conduct grade adjustment ('Poor')

Visit www.gov.sg/stopvaping for resources to protect your child from vapes.

* Schools have the autonomy to add other school-based consequences based on their assessment of the case. Students caught selling and trafficking of vapes may be considered for additional penalties, including expulsion (for secondary schools and JCs/MI).

\# Schools will consider mitigating factors for caning, including age profile and maturity of student offender, and whether the student offender has special educational needs and/or mental well-being issues.

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Student Well-being (Grow Well SG)

Focus on 4 key areas to lay the foundation for healthy habits early and pave the way for a better future for our children

1

Eat Well

Fuel for growth and learning. Good nutrition can support growth and enhance overall health and development.

2

Sleep Well

Rest for success. Healthy sleeping routines can improve concentration, mood, and physical development.

3

Learn Well

Engage in diverse learning experiences for holistic development. Excessive screen use and unrestricted access to digital technology may hinder our children's learning and affect their mental well-being.

4

Exercise Well

Active bodies, active minds. Regular physical activity can strengthen bodies, sharpen minds and boost self-esteem.

Equally important is **Bond Well** as bonding well supports and reinforces healthy lifestyles in children.

Bond Well

Connect for better well-being. Strong relationships within the family and social connections with friends can strengthen emotional well-being, resilience, and overall development.

P1 - P6 Health Plan Journey (Parents' Perspective)

Leveraging existing touchpoints through the year to promote healthy habit formation

Health Hub

365

Start of Year

PG Notification:

- ***PARENTS*** fill in consent
- ***PARENTS*** **fill in Lifestyle Questionnaire (LQ)**

T-1 month **T = School Health Service Screening**

PG Notification:

- Inform ***PARENTS*** on upcoming School Health Service (SHS) visit
- ***PARENTS*** **can update LQ (if any change since initial submission)**

T+1 week

PG Notification:

- ***PARENTS*** access Health Plan on Health Hub:
  1. Health screening results
  2. Vaccination performed (+/-)
  3. Referrals to SHC/RHS (+/-)
  4. **Lifestyle prescription (LP)** and Curated content/progs on H365

< T+2 months

High-risk follow-up:

- Overweight/Severely Overweight: Health Coaching (P1, P3)
- Complex health issue: Regional Health Service

End of Year

Note: Items bolded in **blue** are new.

Holistic Development

PYPS Programmes

PEIYING PRIMARY SCHOOL

SCALE@Peiying

Sports, Character Development & Adventure Learning Experiences

Primary 1 Student Reflection Journal

ALP - Project T.H.I.N.K. (*Thinking Holistic Innovative Networked Kids*) for Home Earth

Thinking Holistic Innovative Networked Kids

- Connects classroom learning with real-life applications.
- Focuses on igniting curiosity and joy of learning while developing 21CC: critical & inventive thinking, communication & collaborative skills

FOCUS

- Environmental Education

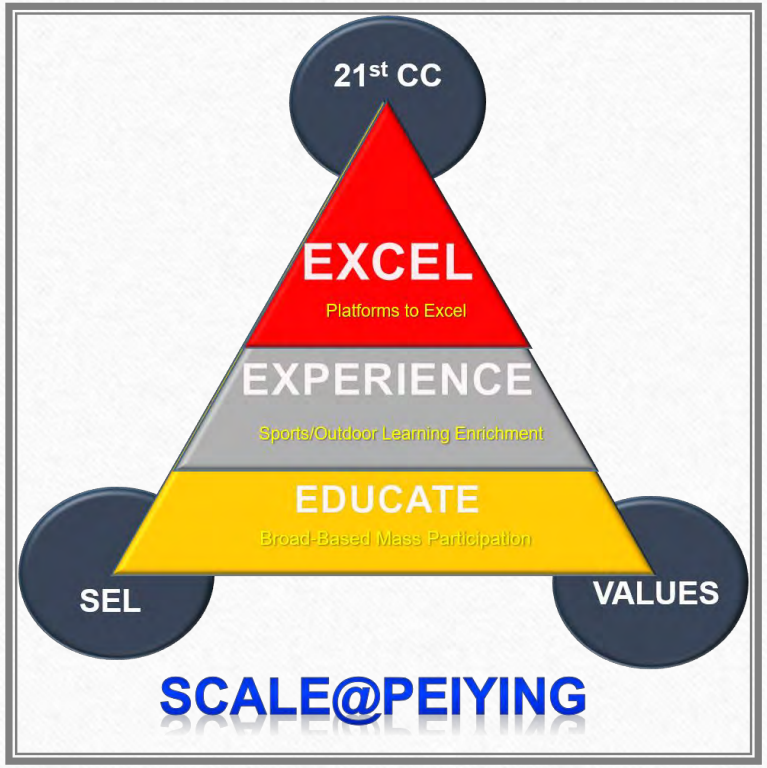
ALP - Project T.H.I.N.K. (*Thinking Holistic Innovative Networked Kids*) for Home Earth

HOW?

- ALP Curriculum
- Additional resources -Wall murals, Learning Journeys, Farm Space
- Design Thinking (pedagogy)

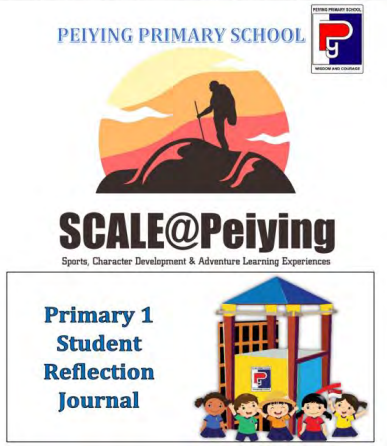
Learning for Life Programme (LLP) – Sports, Character Development and Adventure Learning Experiences (SCALE) @ Peiying

- **S**ports, **C**haracter Development and **A**dventure **L**earning **E**xperiences @ Peiying
- 6-year **sports** and **outdoor education** programme that provides students with **real-life experiential** learning to develop 21st Century Competencies (**21CC**), Social-Emotional Learning (**SEL**) and **PRIDE** values.



SCALE Student Reflection Journal and Tokens

- A concrete and reflective documentation of our students' journey in acquiring PRIDE values
- Upon completion of their reflection journal, our students received attractive tokens!



Growth Mindset

I am not AFRAID of a CHALLENGE!

I can TRAIN my BRAIN to do it!

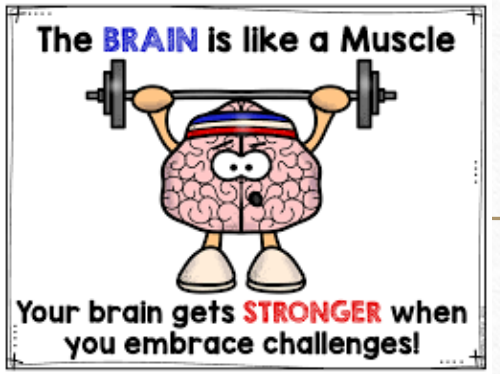
I can't do it YET... with EFFORT I can!

My MISTAKES help me GROW!

Growth Mindset

The Growth Mindset curriculum aims develop students into Resilient and Engaged Learners and:

- instill the values of Perseverance and Diligence
- hone their 21CC in adaptive and inventive thinking through e21CC
- support them in the character dispositions through CCE 2021



Cyber Wellness

It’s more than saying no to devices.

School:

Date:

Why Should We Be Concerned about Cyber Wellness?

The data may surprise you.

Did you know?

Our children are **going online from a younger age**.

67% of children aged 7 to 9, and **85%** for those aged 10 to 12 in Singapore use **smartphones** every day, and are active on **social media**.

However, research has shown that both **screen time** and **type of screen use** (educational vs recreational) can impact our **children's well-being**.

What does this mean?

We need to help our children achieve **balanced and purposeful** screen use.

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

Did you know?

A survey of 600 parents in Singapore revealed the types and frequency of **harmful content** our children are exposed to, including cyberbullying, sexual grooming, and sexual harassment.

However, **not all parents are aware** of the **online risks**.

What does this mean?

We need to be **involved** in our children's digital lives, and put in **parental controls** to keep them safe and role-model for responsible use.

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

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.

What is Cyber Wellness?

Cyber Wellness is the ability of our children and youth to navigate the cyberspace safely.

This is done through our **Character and Citizenship Education (CCE) curriculum** which aims to:

- **equip students with the knowledge and skills** to harness the power of Information and Communication Technology (ICT) **for positive purposes**;
- maintain a **positive presence in cyberspace**; and
- be **safe and responsible users of ICT**.

Through the curriculum, your child learns knowledge and skills to have **balanced screen use, be safe online, and exhibit positive online behaviours.**

Resources

Scan here to find out more about MOE's Cyber Wellness curriculum:

https://go.gov.sg/moe-cw-education

What Will Your Child Learn in School?

Find out what your child will learn about Cyber Wellness during CCE (FTGP)* lessons and other programmes.

*Character and Citizenship Education (Form Teacher Guidance Period)

Primary 1 and 2

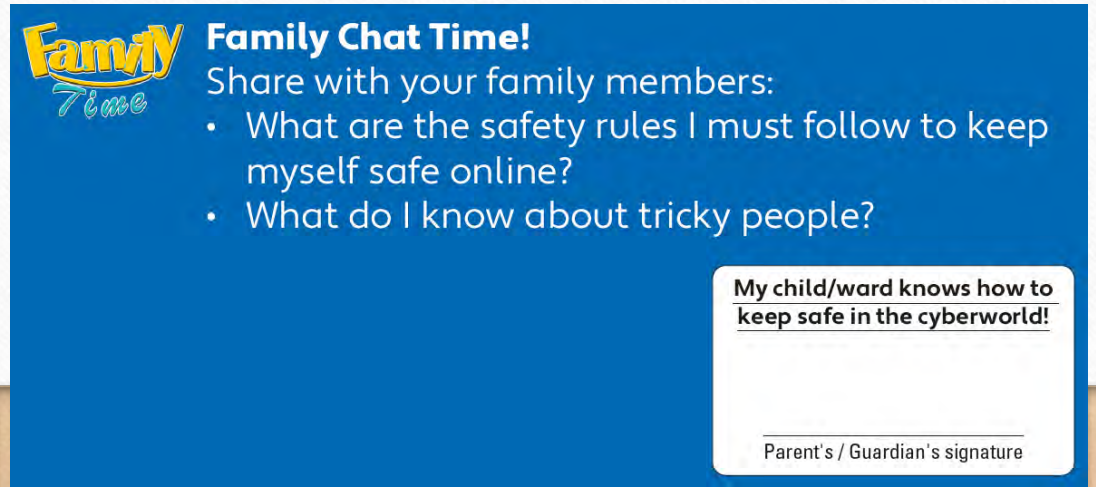
During CCE(FTGP) lessons, students will be taught:

Basic online safety rules
- Talking to only people you know

Cyber Contacts
- Understand that the profiles of strangers that we see online may not be their real identities
- Recognise the dangers of chatting with strangers online

Importance of a balanced lifestyle
- Especially in exercise, sleep and screen time for health and well-being

Protecting personal information
- Understand the risks of disclosing personal information



Explore Cyber Wellness messages with your child through the **CCE (FTGP) Journal by participating in "Family Time"** activities in the journal.

How Can We Partner Up?

Together, we can raise happy, kind and confident children,

ready to thrive in the digital world.

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

2 **Role Models**

1 **Respectful Communication**

3 **Real Connections**

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

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

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.

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 fear being judged or misunderstood.
- Let your child know that it is **normal to feel or think the way they do.** Help them **feel safe** expressing themselves with you.

Provide a balanced mix of engaging online and offline activities

- **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** (less than 2 hours daily, excluding school work).

Generative Artificial Intelligence

What is Generative Artificial Intelligence (GenAI) and how can we tap its opportunities whilst mitigating its risks?

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'** – [1]UNICEF (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

[1]UNICEF (2023), *Generative AI: Risks and Opportunities for Children. Wow can we empower and protect children in the face of Artificial Intelligence?*, Innocenti – Global Office of Research and Foresight, https://www.unicef.org/innocenti/generative-ai-risks-and-opportunities-children (accessed on 22 July 2024).

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]

[1]Common Sense (2025), *Nearly 3 in 4 Teens Have Used AI Companions, New National Survey Finds*, https://www.commonsensemedia.org/press-releases /nearly-3-in-4-teens-have-used-ai-companions-new-national-survey-finds (accessed on 23 October)
[2]UNICEF, *The risky new world of tech's friendliest bots AI companions and children*, https://www.unicef.org/innocenti/stories/risky-new-world-techs-friendliest-bots
[3]Parents, More Kids Are Turning to AI Companions—And It's Raising Red Flags https://www.parents.com/more-kids-are-turning-to-ai-companions-and-its-raising-red-flags-11790959#toc-how--why-kids-are-using-ai-companions-today

How should children interact with GenAI?

Parents should discourage your 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 however this interaction poses a number of a concerns.
- It blurs the line between fantasy and reality and makes it harder to distinguish good advice from bad advice.
- Overuse of AI may limit opportunities for face-to-face communication, the development of one's empathy and emotional regulation.
- Over prolonged use, children may lack key socio-emotional competencies and struggle with real-world interactions[3] .

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.[1]

[1]Common Sense (2025), *Nearly 3 in 4 Teens Have Used AI Companions, New National Survey Finds*, https://www.commonsensemedia.org/press-releases /nearly-3-in-4-teens-have-used-ai-companions-new-national-survey-finds (accessed on 23 October)
[2]UNICEF, *The risky new world of tech's friendliest bots AI companions and children*, https://www.unicef.org/innocenti/stories/risky-new-world-techs-friendliest-bots
[3]Parents, More Kids Are Turning to AI Companions—And It's Raising Red Flags https://www.parents.com/more-kids-are-turning-to-ai-companions-and-its-raising-red-flags-11790959#toc-how--why-kids-are-using-ai-companions-today

How will your child use AI to learn in school?

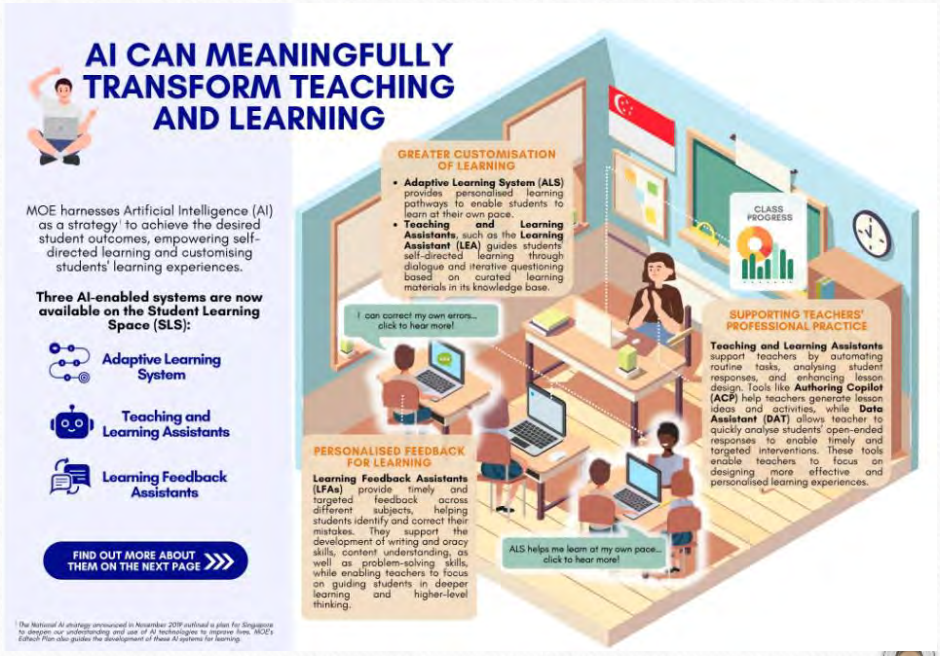
Find out how your child will use AI to learn and develop AI literacy through the school curriculum

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

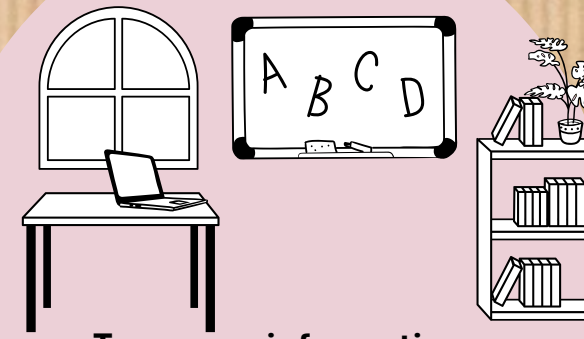
1. AI use for teaching and learning must be **age- and developmentally-appropriate.**
   - **Pri 1 to 3 students** will mainly engage in hands-on experiences, with **little or no** direct use of AI tools.
   - **Pri 4 to 6 students** will use AI tools occasionally with teacher supervision in class to support their learning.
2. There are safe and pedagogically sound AI tools available in the Singapore Student Learning Space (SLS). Students will use these tools when their teachers incorporate these tools within the assigned SLS modules.

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

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



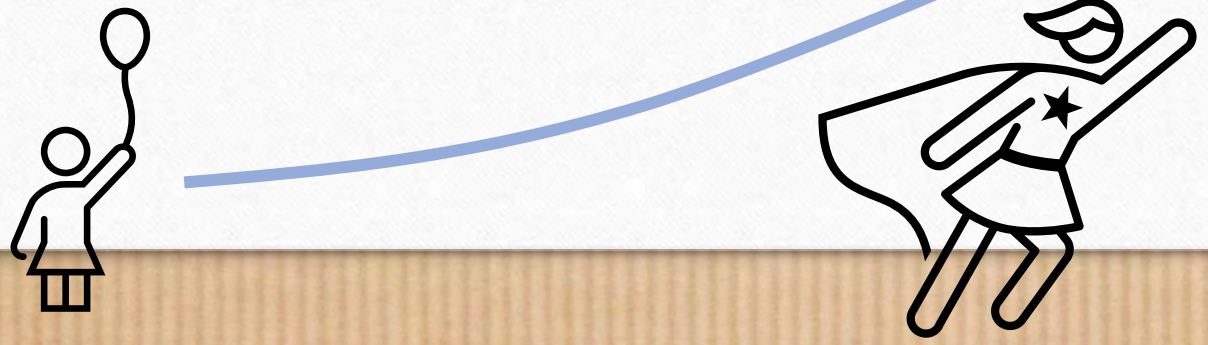
Students will develop AI literacy throughout primary school



To access information on MOE's NDLP

- Under MOE's National Digital Literacy Programme (NDLP), students will develop **9 digital competencies** under the **Find, Think, Apply, Create (FTAC)** Frame. (Scan QR code on the right)
- Students will develop AI literacy over their educational journey.

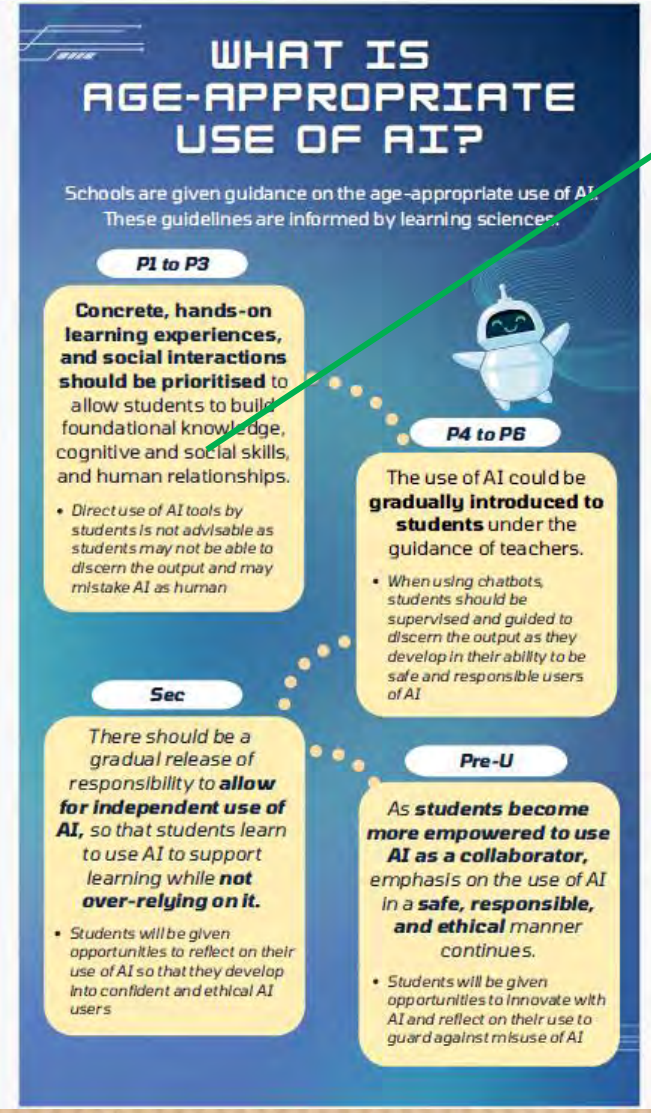
Lower primary students will learn to recognise that AI is present in our daily lives

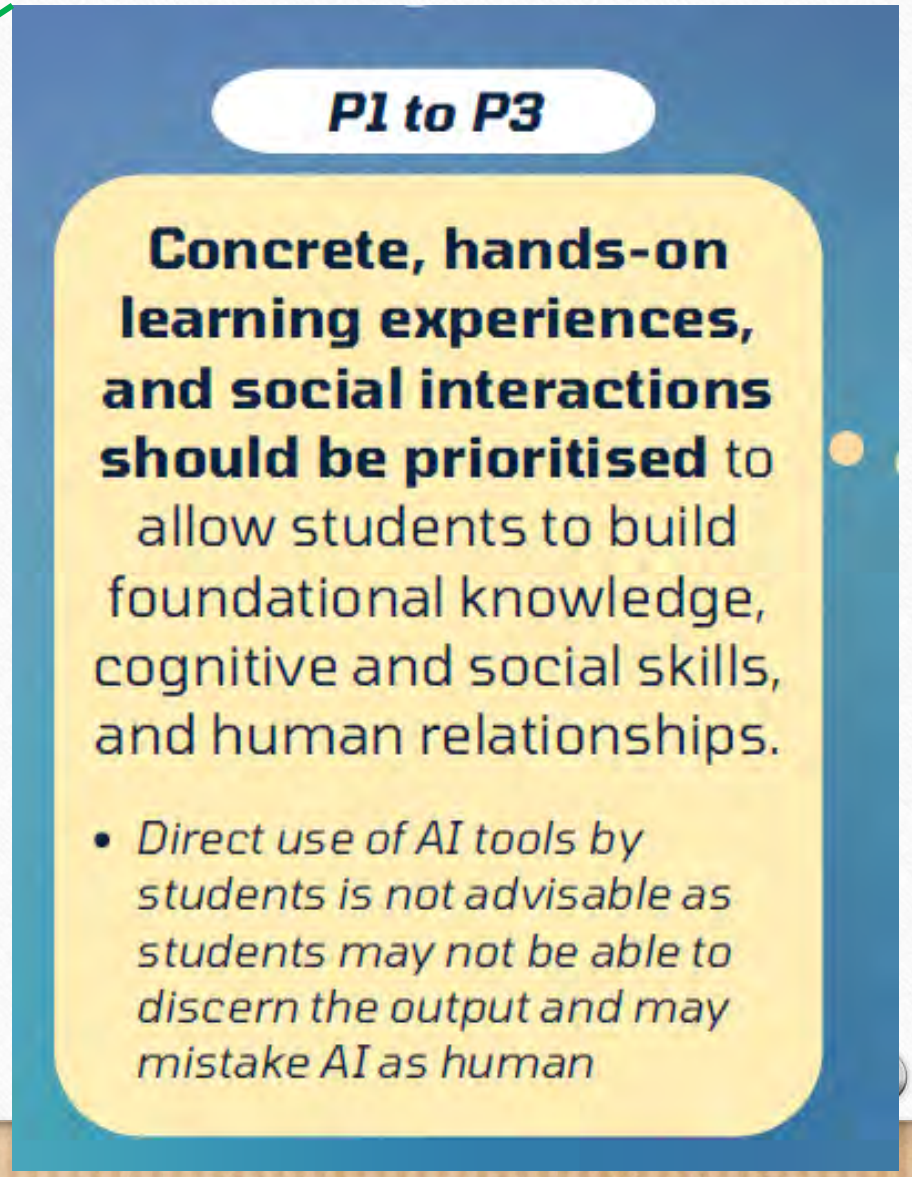


Upper primary students will learn about the risk of misinformation from AI output, that AI output may contain false information, and how some AI features (e.g. those in SLS) can support learning in a safe digital environment

Primary 1 to 3

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





How Can Parents Partner Up with Schools on the use of AI & Edtech?

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

2 Role Models

1 Respectful Communication

3 Real Connections

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Respectful Communication

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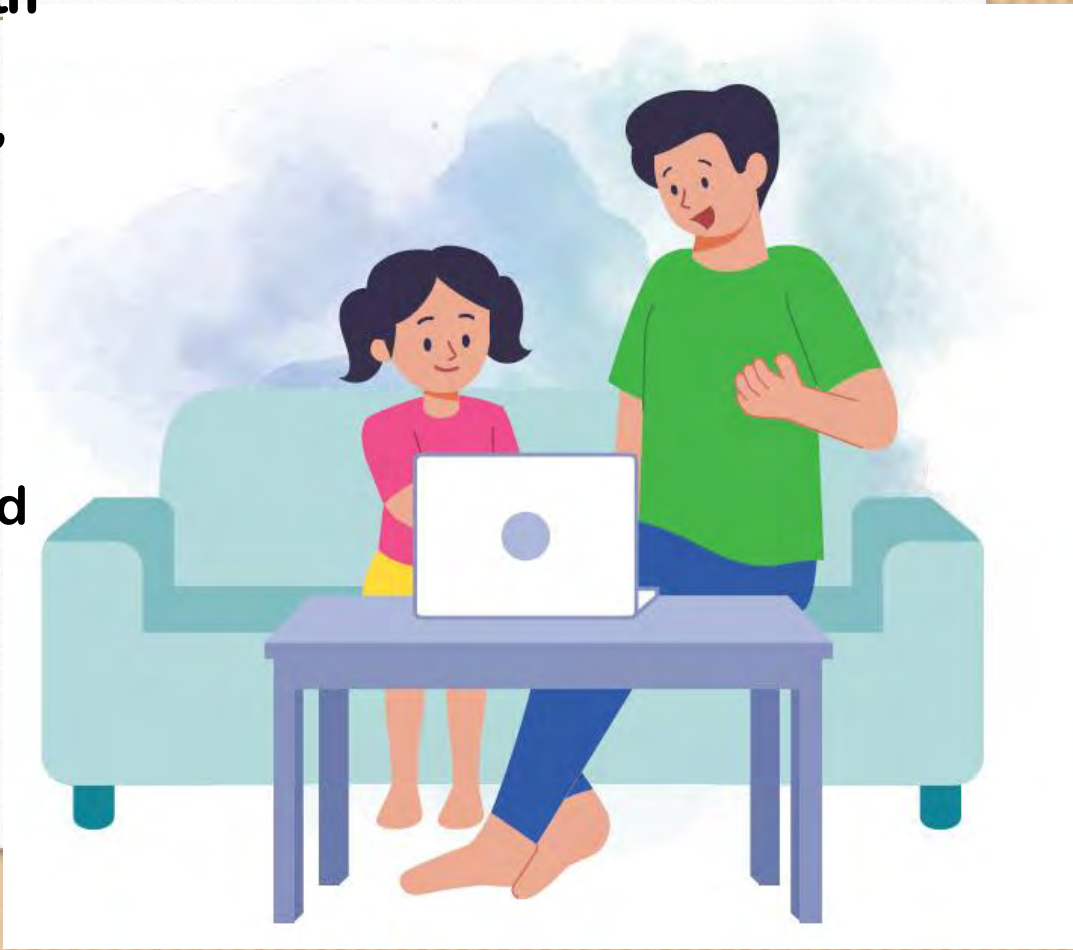


Role Models

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

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.

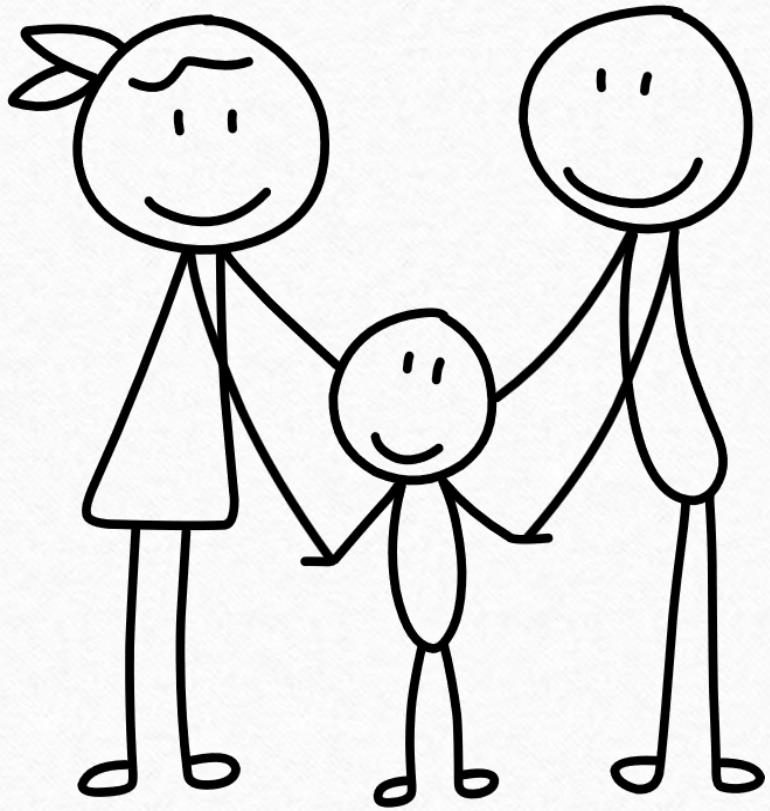
Provide a balanced mix of engaging online and offline activities, at school and at home

- **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.

The Crucial Role of Parents

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

Child is struggling and exhibits signs of distress.

Child is experiencing healthy levels of stress

Child is having a very difficult time.

Stress Indicator

How can you support your child?

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

https://go.gov.sg/pfwdistress

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.

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.

https://go.gov.sg/pfwcheer

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.

Source: Parenting For Wellness Toolkit

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

3 areas where we can work together to foster SHP

2 Role Models

1 Respectful Communication

3 Real Connections

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

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.

Real Connections

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

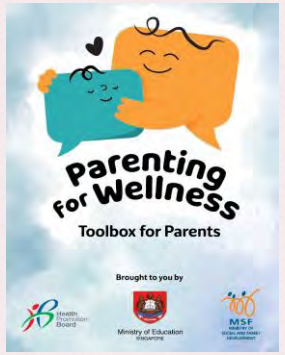
Teach children to recognise and communicate their emotions effectively

Build strong bonds through shared experiences and meaningful conversations

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

Providing a safe space for conversations

Tips taken from Parenting For Wellness Toolkit (p.11)



This QR code takes you directly to page 11 of the toolbox. The full toolbox is available at the end of the presentation.

Things You Can Do

Listen attentively. Maintain eye contact and put away your devices to show that you are paying attention.

Ensure that the environment is conducive and comfortable for your child. E.g. recreate an environment where your child had previously opened up to you, and have the conversation in a place where your child feels they have privacy.

Listen to understand, instead of listening in order to give advice and offer solutions.

Take a step back to calm down if things get heated, and return to the conversation after calming down.

Check that your child is comfortable with you sharing what they have told you with other people. If you have to do so out of concern for their safety, explain to your child why it is necessary.

Things You Can Say

- Use open ended questions to find out more about your child's perspectives and feelings.

  How did that make you feel?

- Acknowledge that your child's opinions and feelings are valid, even if you disagree with them or do not fully understand them.

  I hear that you are feeling frustrated.

- Let your child know that it is natural to experience these feelings, and that you experience them too.

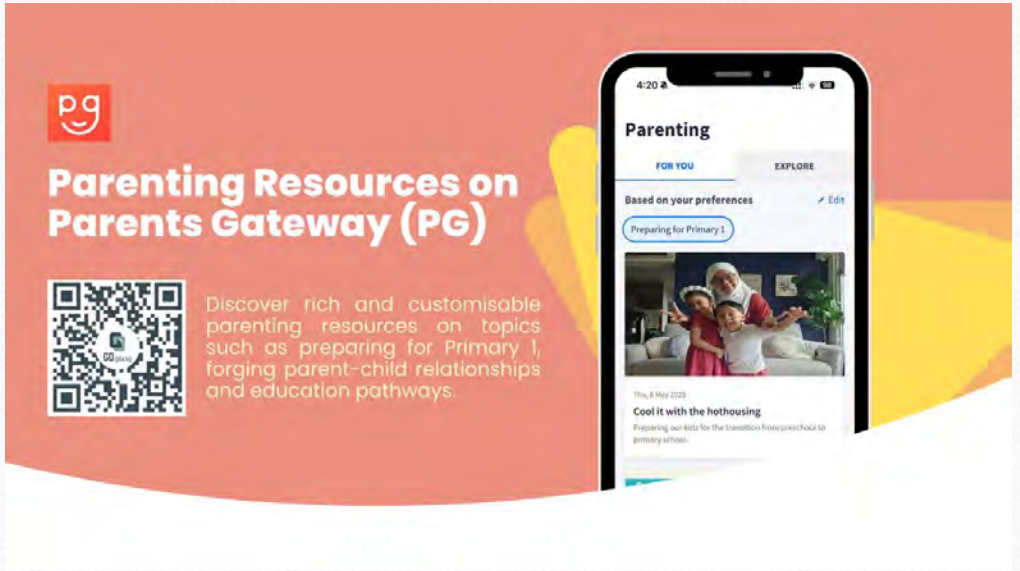
  I can see why you are upset. I would be too.

- If you are not sure what else to do, you can let your child know you are concerned for them, and offer support or a listening ear.

  How can I help? What support do you need from me?

Resources

parentingwith.moesg
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.
Parenting
FOR YOU
EXPLORE
Based on your preferences
Preparing for Primary 1
Cool it with the hothousing

CHECK US OUT!
SCHOOLBAG
PARTNERING YOU ON YOUR EDUCATION JOURNEY
New look, new features, same good content
Schoolbag.edu.sg
Hear from fellow parents, MOE educators and more. Subscribe today!
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Meet the Form Teachers

THANK
YOU!