Peiying Primary School

Welcome to Parents Briefing for P5 and P6 Levels

Building Character, Enriching Lives, Stretching Potential

Peiying Primary School

Home-School Partnership

Working together for the child

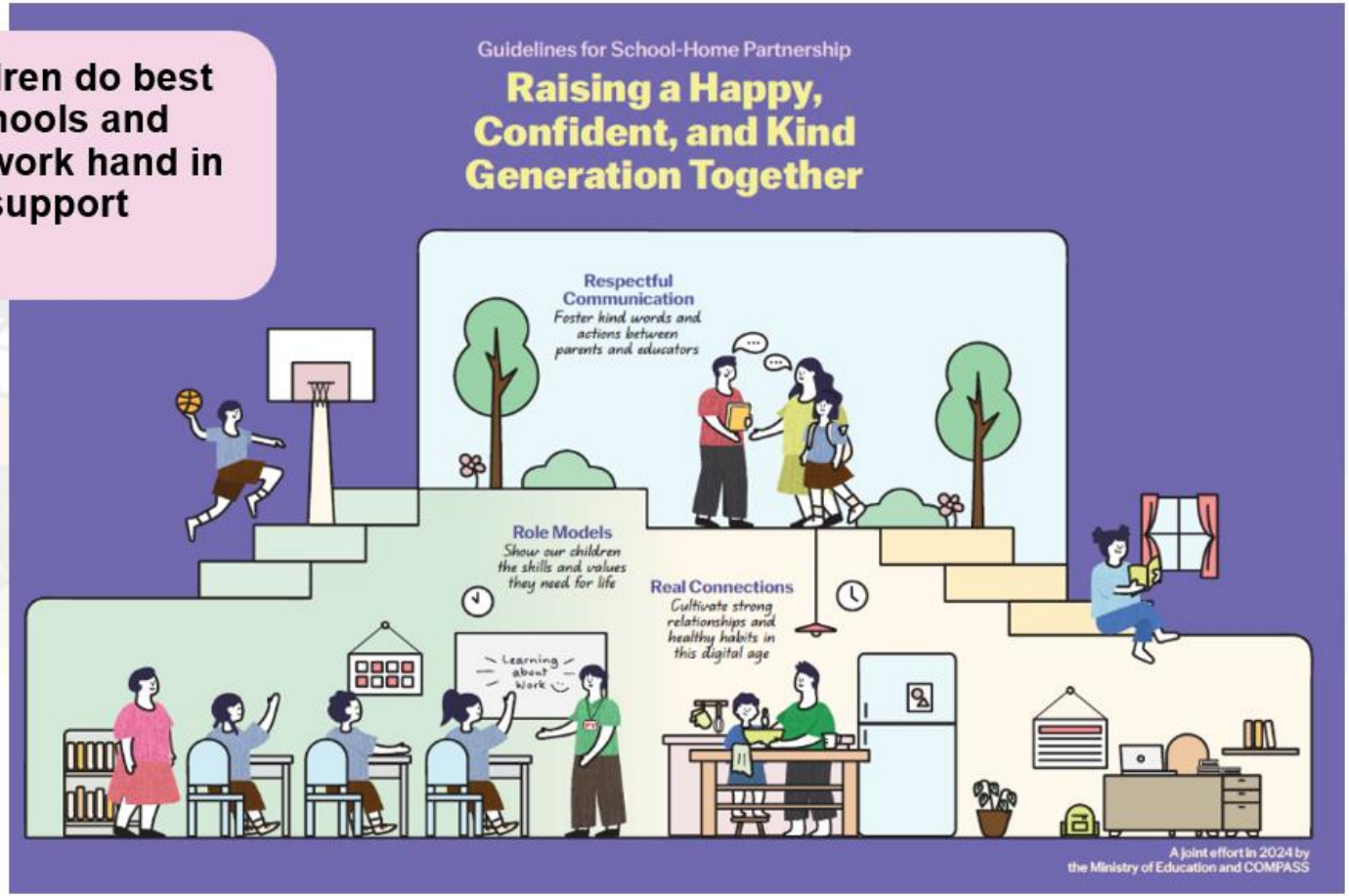
We hope to partner you in your child's development journey.

1. Knowing your child

2. Developing your child

3. Keeping in touch with the school

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



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

2 Role Models

1 Respectful Communication

3 Real Connections

Respectful Communication

Foster kind words and actions between schools and educators

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

Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers

Respect each other's time by communicating during working hours

Respectful Communication – Response Time from Staff

For E-mail correspondence – 3-7-21 guideline applies

- **3 Days – Staff will reply within 3 days for straightforward matters**
- **7 Days – Staff will send a holding reply within 3 days for issues that require further investigation or consultation and respond within 7 to 21 days.**

Respectful Communication – Staff Well-Being

- Protect teacher's personal time
- Contact teachers during school hours only
- Via email or school phone

Respectful Communication – Engagement Charter

- The partnership between schools and parents is an essential one.

- By promoting mutual courtesy and respect in our interactions with each other, we can be good role models for our children and build authentic partnerships that will better benefit our children.

Respectful Communication –

Join Us!
Parent Support Group (PSG)

We have a team of dedicated parents supporting each other in nurturing their children. Network, share and learn with fellow parents by involving yourself in school programmes.

Scan to join us!

Role Models

Show our children the skills and values they need for life

- Find joy in everyday experiences with our children
- Instill confidence by encouraging responsibility and believing in our children's abilities
- Model good values in words and actions

Check out this video on MOE YouTube for tips on how parents can support the social-emotional learning of their children.

PSLE preparation

Parents' key concern: How to deal with stress

Experts address challenges such as helping P6 children manage homework, tuition and expectations

Venessa Lee
Senior Correspondent

Parents with children taking the PSLE, who recently attended a workshop organised by The Straits Times, had pressing questions about how to reduce stress.

Their challenges include how to juggle schoolwork, revision and tuition; how to help a child experiencing anxiety; and how to regulate their own stress.

Ms Jane Yong is a counselling associate and family life specialist at local charity Focus on the Family Singapore. The mother of three children, aged 17, 15 and 13, was the main speaker at The Straits Times' PSLE Stress Management Workshop.

Held on Jan. 17 at the SPH Auditorium in Toa Payoh, it was the first event under ST's PSLE Companion series, which also has weekly articles and other content curated for PSLE parents.

The following questions by the participants, edited for clarity, are addressed by Ms Yong and other parenting experts.

Parents can reduce tension at home during the PSLE year by ensuring their kids are not overloaded academically. PHOTO: ADOBE STOCK

At Primary 6, the year they turn 12, some children do not have the maturity to understand the gravity of exams, particularly the effort needed to prepare for a national exam like the Primary School Leaving Examination (PSLE). What can parents do?

Ms Yong says: "You may wish to ask your child what he knows about the PSLE. Work through different scenarios with him, such as what his results could mean in terms of his future school and curriculum choices.

"Help him to understand that there are consequences to the choices he makes. Share what mummy and daddy think, and allow the child to form his own opinion.

"The key is to 'right-size' the PSLE. My daughter, who is now in the first year of junior college, has perfectionist tendencies. When she was in Primary 6, the PSLE was like a huge monster in her mind.

"I had to shrink it down into something manageable – as the next step in her academic journey – to reduce her anxiety."

My daughter masks her anxiety and fear behind smiles and goofiness. How can I help her open up?

Ms Yong says: "First of all, kudos to the parent for being able to identify this because it is not obvious. A subtle approach may work. My husband and I share our own anxieties first, for instance, during a family conversation over dinner, so that the particular child does not feel targeted.

"Normalise such discussions so that the child doesn't think that her concerns are too scary to be revealed. Later, when you get the chance to spend one-on-one time with her, consider asking her something like: 'Have you ever felt anxious? You seem so happy-go-lucky, but I was wondering about this.'

"Don't worry if she doesn't immediately open up. She will be able to share her concerns with you in her own time if you provide her a safe space to do so."

I feel that my child needs tuition, but this also means she often starts on her homework and revision late at night after tuition classes. This leads to whining and high stress levels. How can parents help Primary 6 pupils prioritise their tasks? When should we consider cutting back on tuition?

Dr Annabelle Chow, clinical psychologist at Annabelle Psychology, says: "When evenings regularly end in tension or tears, it may be a sign that your child is mentally and emotionally stretched. At this age, learning is closely tied to adequate rest and emotional balance.

"You may find it helpful to look at your child's overall academic load across the week, not just what needs to be completed each day. Ask yourself whether the current schedule leaves enough time for sleep, recovery and calm learning.

"One practical approach is to prioritise tasks together by identifying what must be done that day and what can wait, and agreeing on a reasonable 'stop' time at night, even if everything is not completed.

"When tuition regularly pushes homework and revision late into the night and stress becomes the norm, it may be time to reconsider the amount or timing of tuition, rather than seeing it as an all-or-nothing decision.

"Tuition is most helpful when it supports learning without overwhelming your child. If it comes at the cost of rest and well-being, it may be working against its intended purpose."

More companies seem to be enforcing returning to the office to work, five days a week. What can working parents do if our child struggles to follow study routines independently when we are not present?

Dr Chow says: "Returning to full days at the office can leave parents feeling worried or guilty about what happens at home. It can help to see this as a transition for both you and your child that requires structure and guidance.

"Put predictable routines in place, such as studying at the same time and in the same space each day, with clear expectations about what needs to be completed. Simple tools like written task lists or visual schedules can help reduce uncertainty and procrastination.

"Independence is built gradually. Even when you are not physically present, brief check-ins via a phone or video call can reassure your child that you are still involved and supportive. Over time, this consistent structure helps them develop confidence and self-management skills."

My child is stressed by what she thinks are our expectations of her, although we reassure her that she should focus on her strengths and do her best. How can we help her manage this self-imposed pressure?

Dr Chow says: "Children often feel stressed by what they believe you expect of them because they pick up on subtle cues rather than explicit messages. Even when you reassure them verbally, they may still internalise pressure from your tone, comparisons made, or their own high standards and fear of disappointing you.

"As a result, well-meaning phrases like 'We have no expectations' or 'Just do your best' can sometimes increase pressure, if children are unsure what 'enough' looks like or worry that their efforts go unnoticed.

"To ease this pressure, keep conversations focused on growth and learning, rather than outcomes alone. Notice and name specific efforts, such as how your child approached a difficult question.

"This helps children understand that how they engage in the process matters more than the result. It also helps to normalise stress and mistakes by showing how setbacks are a natural part of learning for everyone, including adults.

"When children feel secure in their parents' acceptance and interest, self-imposed pressure tends to soften, allowing confidence and resilience to grow."

Mrs Grace Lio, a therapist and senior specialist at Mindful Bear, which provides specialist counselling for children and teens, adds: "Spend more time bonding with your children and taking them out, rather than talking about Achievement Level (AL) exam scores, which is prevalent in their environment and with teachers and classmates. Help them understand that they are who they are, and they are not defined by their grades. They are far more important than the PSLE."

As a parent, I am more stressed about the PSLE than my child. How can I calm myself down?

Dr Chow says: "This feeling is very common and understandable. You care deeply about your child's well-being and future, and that concern can easily turn into stress.

"Children are highly attuned to their parents' emotional states, so learning to manage your own anxiety is one of the most powerful ways you can support them.

"Simple grounding practices can help, such as slowing your breath or noticing anxious thoughts without immediately reacting to them.

"Mindfulness does not have to mean formal meditation. It can be as simple as bringing your attention back to the present moment rather than getting caught in worries about what might happen.

"Look after your own physical and emotional needs. Regular movement, sufficient sleep and staying connected with supportive friends or family can make a real difference.

"Reframing the PSLE as a developmental milestone, rather than a measure of your child's worth or your success as a parent, can reduce pressure and help you respond more calmly.

"Sharing your concerns with someone you trust can also be relieving, and it models healthy coping for your child."

venessal@sph.com.sg

ST SCAN TO SIGN UP For more stories from The Straits Times' PSLE Companion series, subscribe at str.sg/psle-signup

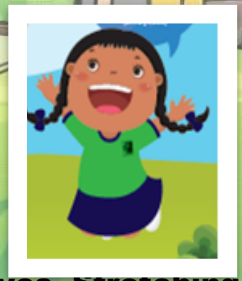
THE STRAITS TIMES

Monday, February 02, 2026

Their challenges include how to juggle schoolwork, revision and tuition; how to help a child experiencing anxiety; and how to regulate their own stress.

Parents can reduce tension at home during the PSLE year by ensuring their kids are not overloaded academically.

Assessments



Assessments

For P5 and P6 students, the Weighted Assessments (WA) and End-of-Year Examination details are shown below:

Level	Term 1	Term 2	Term 3	Term 4
Primary 5		WA1 (15%)	WA2 (15%)	End of Year (70%)
Primary 6	WA1 (15%)	WA2 (15%)	Prelim (70%)	PSLE

Sharing About PSLE Matters

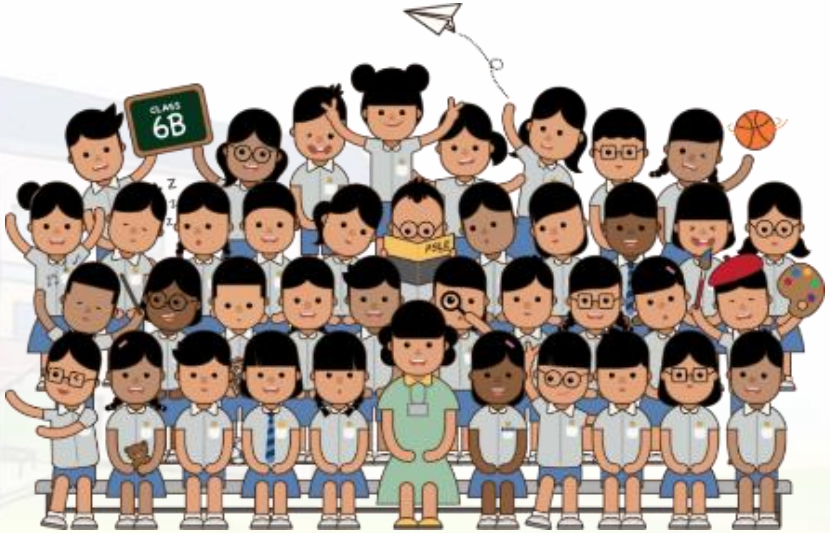
PSLE Scoring &
S1 Posting – FSBB at Sec 1

How are students posted to secondary schools?

Subject-based Banding at Primary 5

At the end of Primary 4
School recommends a subject combination based on your child's results. **Parents fill up an option form indicating preferred combination**.
At Primary 5
Your child takes subject combination chosen by parents English, Math, Science and Mother Tongue are available at standard and foundation level. Mother Tongue is also available at the higher level.
At the end of Primary 5
School decides on the subject combination based on your child's results.
At Primary 6
Your child takes subject combination decided by the school

PSLE SCORING



WHAT ARE ACHIEVEMENT LEVELs (AL)?

- Students with similar scores in each subject are grouped into scoring bands measured in 8 ALs.
- AL bands and mark ranges are set based on the learning objectives of the curriculum, and mirror the way we learn.

When we learn something new, after some initial practice, we often find ourselves improving significantly.

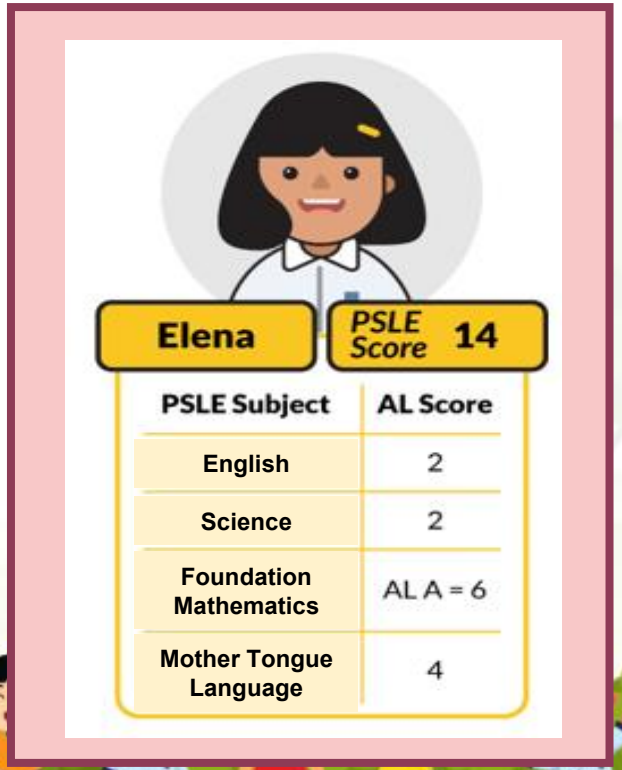
As we get better, the improvements become small steps, and finally, as we reach a high level, we inch just a little further, even after much learning and practice.

The ALs were designed to reflect this reality of learning. They help educators, students, and parents know how ready students are to access the curriculum at the next level.

AL	RAW MARK RANGE
1	≥ 90
2	85 – 89
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	< 20

HOW DOES THE PSLE SCORING SYSTEM WORK?

- **The overall PSLE Score is made up of 4 subject Achievement Levels (ALs).**
- **The PSLE Score can range from 4 to 32, with 4 being the best.**



GRADING OF FOUNDATION SUBJECT GRADES

- Foundation subject grades are graded in scoring bands from **AL A to C**.
- To derive a student's overall PSLE Score for S1 Posting, AL A to AL C for Foundation level subjects are **mapped to AL 6 to AL 8 of Standard level subjects respectively**.
- This mapping is based on the learning and assessment load of the subjects, and informs students of how ready they are for the curriculum in secondary school.

FOUNDATION LEVEL AL	FOUNDATION RAW MARK RANGE	EQUIVALENT STANDARD LEVEL AL
A	75 – 100	6
B	30 – 74	7
C	< 30	8

NEW

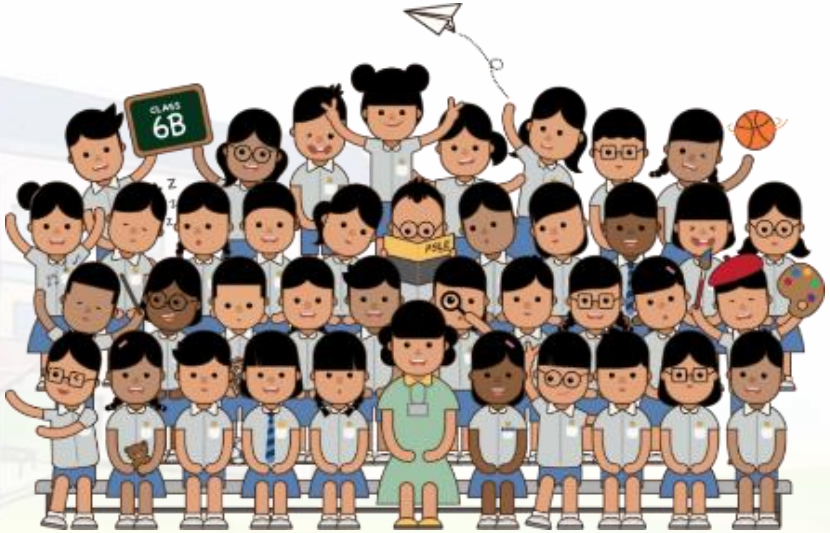
ELIGIBILITY CRITERIA FOR HIGHER MOTHER TONGUE LANGUAGE (HMTL)

- To take HMTL in secondary schools, students should meet the following criteria:

ELIGIBLITY CRITERIA FOR HMTL
PSLE MTL score of AL1 / AL2 **OR** **HMTL score of Distinction/Merit**

- Schools also have the flexibility to allow students who do not meet the above criteria to take HMTL, if they are assessed to have exceptional ability in MTL and are able to take HMTL without affecting their performance in other subjects.

S1 Posting



HOW DOES THE S1 POSTING WORK?

- Your child has **six choices** in selecting their secondary schools.
- Your child will be posted to a secondary school based on **academic merit, i.e., PSLE Score**, and their **choice order of schools**.
- If two or more students with the same PSLE Score vie for the last remaining place(s) in a school, the following tie-breakers are used in the following order:

1. CITIZENSHIP
2. CHOICE ORDER OF SCHOOLS
3. COMPUTERISED BALLOTING

- The tie-breaker based on school choice order recognises the different considerations that families have in making school choices.

Tie-breakers
in the new S1 Posting System

Tie-breakers are used only if there are two or more students with the same PSLE Score vying for the last available place(s) in a school.

Here's a simplified example.

5 students are vying for the last places in the schools of their choice.

		SCHOOL CHOICES:
Jane	Singapore Citizen, **16** pts	1) Sch A 2) Sch ... 3) Sch ... 4) Sch ...
Bryan	Singapore Citizen, **20** pts	1) Sch B 2) Sch ... 3) Sch ... 4) Sch ...
Mary	Singapore Citizen, **20** pts	1) Sch A 2) Sch B 3) Sch C 4) Sch ...
Alan	Permanent Resident, **20** pts	1) Sch A 2) Sch B 3) Sch D 4) Sch ...
Rina	Permanent Resident, **20** pts	1) Sch A 2) Sch B 3) Sch D 4) Sch E

Students with better scores will be posted first

Jane has a better PSLE score. She will be posted first, to **School A**.

Bryan, Mary, Alan and Rina have the same score.

As Jane has taken the last available place in School A, Bryan, Mary, Alan and Rina will vie for the last available place in their next choice, **School B**.

Tie-breaker #1: Citizenship

Bryan and Mary are Singapore Citizens. They will have priority to enter **School B**.

Alan and Rina will be tie-broken out as they are Permanent Residents. They will be considered for their next choice, **School D**.

Tie-breaker #2: Choice order of schools

CHOICE ORDER MATTERS

Because Bryan ranked School B higher than Mary, he will be posted to **School B**.

Since Bryan has taken the last place in School B, Mary will be posted to **School C**.

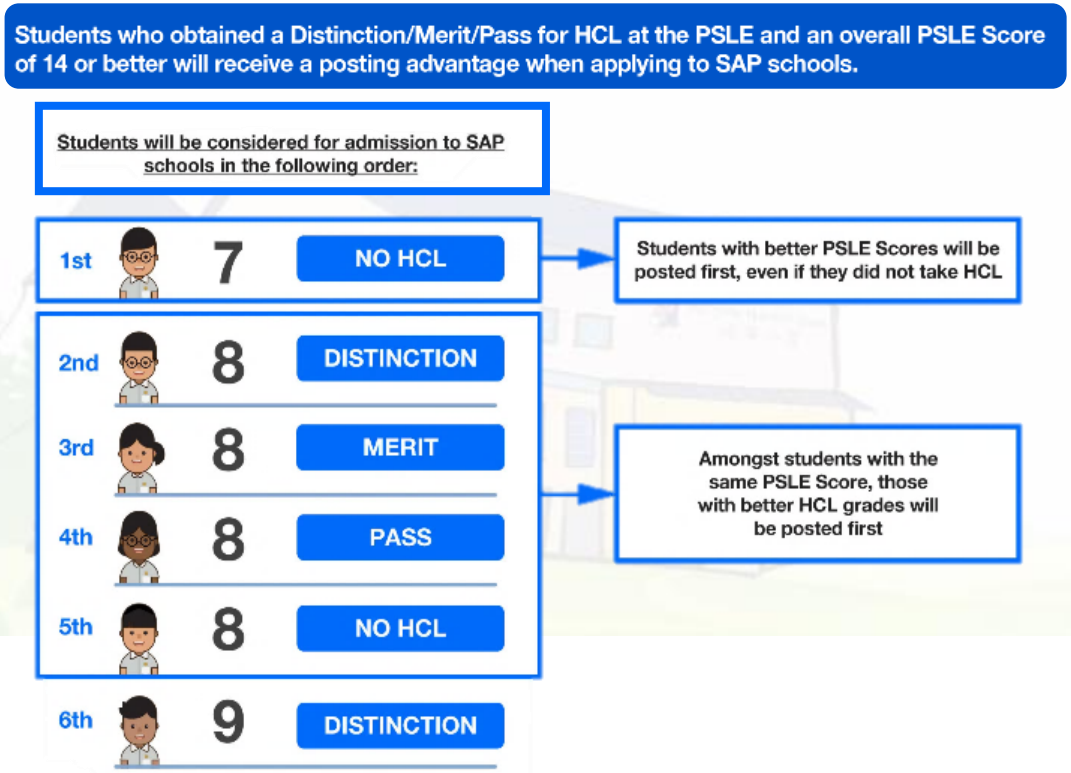
Alan and Rina have both ranked School D as their third choice. They will go through computerised balloting to vie for the last remaining place in **School D**.

Tie-breaker #3: Computerised balloting

Through computerised balloting, Alan is posted to **School D**.

Since Alan has taken the last place in School D, Rina will be posted to her fourth choice, **School E**.

HCL POSTING ADVANTAGE TO SAP SCHOOLS



- Students' HCL results are denoted as 'D' (Distinction), 'M' (Merit) or 'P' (Pass).
- Students who obtain (i) a Distinction / Merit / Pass in HCL and (ii) a PSLE Score of 14 or better are eligible for posting advantage to SAP schools.
- Students are ranked taking into account their performance in HCL.
- This posting advantage applies before the tie-breakers for S1 Posting.

Full Subject-Based Banding (Full SBB at Secondary 1)

What is Full SBB?

FULL SUBJECT-BASED BANDING (FULL SBB)

2020

- Full SBB pilot commenced in 28 secondary schools.
- The initial feedback from pilot schools has been positive.

2022–2023

- Around 90 schools have implemented aspects of Full SBB by 2023.

2024

- Remaining schools that admit students from 3 streams will be implementing Full SBB.
- Express, N(A) and N(T) streams will be removed for the 2024 S1 cohort onwards.
- Students will be grouped in mixed form classes in lower secondary.

2027

- From 2027, students will sit for the Singapore-Cambridge Secondary Education Certificate (SEC) examinations, instead of the GCE N- and O-Level examinations.
- Students will receive an SEC which reflects the subjects and subject levels that they offered.

FULL SUBJECT-BASED BANDING (FULL SBB)

Secondary school experience under Full SBB

- **Mixed form classes** and **common curriculum subjects at Lower Secondary.**
- **Subjects to be offered at G1, G2 or G3**
- **Greater flexibility** to customise students' learning by offering subjects at various subject levels.
- **Shift away from stream-based subject offerings.**

From 2023: Entry to S1 through 1 of 3 Posting Groups

From 2027: Singapore-Cambridge Secondary Education Certificate (SEC) examination

Updated post-secondary admission criteria

FULL SBB: S1 POSTING

Three Posting Groups to ensure schools are accessible to diverse learners

P6 students are admitted into S1 through 3 Posting Groups: **Posting Group 1, 2 and 3.**

This ensures that schools continue to admit a **diverse profile of students** and students have **access to a wide range of schools.**

PSLE Score	Posting Group	Subject level for most subjects
4 – 20	PG3	G3
21 and 22	PG3 or PG2	G3 or G2
23 and 24	PG2	G2
25	PG2 or PG1	G2 or G1
26 – 30 *(with AL 7 in EL and MA)*	PG1	G1

FULL SBB: MIXED FORM CLASSES IN LOWER SECONDARY

With Full SBB:
Mixed form classes

- Under Full SBB, students will be placed in mixed form classes in Lower Secondary to ensure a **mix of learner profiles**.
  - Provides students with **more opportunities** to interact with other students of different strengths and interests.
  - Enables students to **build meaningful friendships and learn to value different perspectives**.

Students posted through **PG3**

Students posted through **PG2**

Students posted through **PG1**

FULL SBB: COMMON CURRICULUM

Common Curriculum Subjects taken in mixed form classes (~1/3 curriculum time)

Examinable Subjects:
- Art
- Design & Technology (D&T)
- Food & Consumer Education (FCE)

Non-examinable Subjects:
- Character & Citizenship Education (CCE)
- Music
- Physical Education (PE)

- The six common curriculum subjects would each have a single syllabus for all students at Lower Secondary levels.
  - These subjects will be taught and assessed at a common level that is accessible to all students.
  - Teachers will adopt a range of approaches to cater to the different learning needs of their students.
- For other subjects, students attend classes with others taking the subject at the same subject level.

OFFERING SUBJECTS AT A MORE DEMANDING LEVEL AT THE START OF SEC 1

- Students posted to schools through PG1 and PG2 can offer **English Language, Mother Tongue Languages, Mathematics and Science** at a more demanding level based on their PSLE AL for each subject.

FOR STUDENTS POSTED TO SCHOOLS THROUGH PG1 AND PG2			
SUBJECT	**PSLE SUBJECT LEVEL**	**PSLE AL FOR SPECIFIC SUBJECT**	**OPTION TO TAKE THE S1 SUBJECT AT :**
• English Language • Mother Tongue Language • Mathematics • Science	Standard	AL 5 or better	G3 or G2
		AL 6	G2
	Foundation	AL A	G2

OFFERING SUBJECTS AT A LESS DEMANDING LEVEL AT THE START OF S1

- For students who offered **English Language, Mathematics and/or Science** at Foundation level at PSLE, but are otherwise eligible to take most of their subjects at G3 when entering secondary school, they may choose to take these subjects at a less demanding level (LDL; i.e., G2), in consultation with their secondary schools.

- Students have the option to offer **Mother Tongue Languages (MTL)** at LDL based on their PSLE Achievement Level (AL) for the subject:

POSTING GROUP (PG)	PSLE AL FOR MTL^	OPTION TO OFFER MTL AT A LESS DEMANDING LEVEL
PG3	AL 6	G2
	AL 7-8	G2 or G1
PG2	AL 7-8	G1

^ Foundation level AL A to AL C will be mapped to AL 6 to AL 8 of Standard level subjects respectively.

- Students who are eligible to offer MTL at LDL can still choose to offer MTL at-level if they prefer.

SUBJECT LEVEL FLEXIBILITY BEYOND THE START OF S1

- Beyond the start of Sec 1, students may **adjust their subject levels across their secondary school journey**.
    - Students may offer subjects, including English Language, Mother Tongue Languages, Mathematics, Science and Humanities subjects at a **more demanding level** if they meet the criteria and based on the school's holistic considerations.
    - Students who are not coping well may **offer subjects at a less demanding level**, based on their school-based performance and school's holistic considerations, to calibrate their curricular load.
    - In upper secondary, students may offer elective subjects (for example, Additional Mathematics, Art, Design & Technology) at a subject level suited to their strengths, interests and post-secondary aspirations, to **allow them to pursue their interests without adding unduly to their overall curriculum load**.
- Schools will consider **students' learning progress and developmental needs** when helping them determine their subject choices.

Choosing Suitable Secondary Schools

Factors to Consider

Preparing for S1 Posting Exercise

PSLE SCORE RANGES FOR INDIVIDUAL SECONDARY SCHOOLS

PSLE SCORE RANGES FOR ALL SECONDARY SCHOOLS

- Use the PSLE Score ranges as a reference alongside other important factors, such as the school's distinctive programmes, Co-Curricular Activities (CCA), culture, ethos, and proximity to home when shortlisting school choices that would best fit a student's educational needs.

SchoolFinder Tool

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

MySkillsFuture Student Portal (Primary)

https://go.gov.sg/exploreschools

PSLE SCORE RANGES FOR INDIVIDUAL SECONDARY SCHOOLS

The PSLE Score range refers to the PSLE Score of the first and last student admitted to a particular school in the previous year via the S1 Posting Exercise.
This shows the range of student profiles who enter each school. The COP is only known at the end of each year's posting exercise

Example

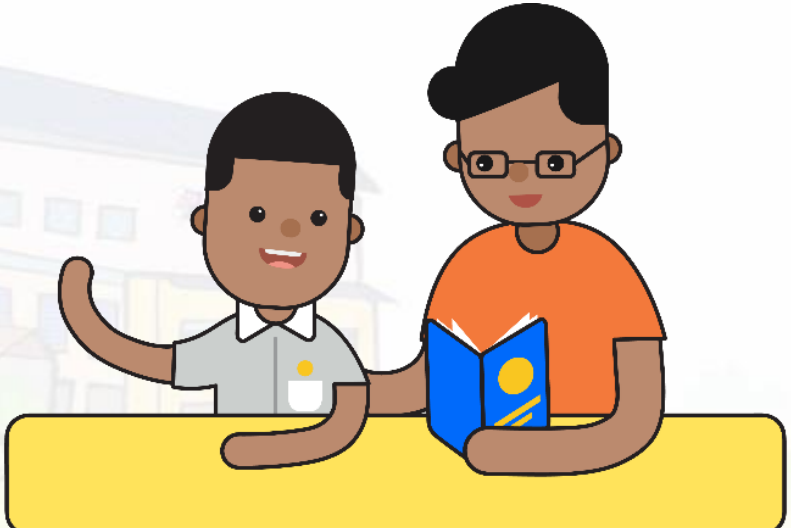
XX Secondary School
PSLE Score range of 2025

Posting Group 3	15 – 20
Posting Group 2	21 – 24
Posting Group 1	25 – 28

PSLE Score of the first student posted into the school in the respective courses

PSLE Score of the last student posted into the school in the respective courses [i.e., the school's **Cut-Off Point (COP)**]

CHOOSING SUITABLE SECONDARY SCHOOLS WITH YOUR CHILD



SCHOOL CHOICE JOURNEY

- The PSLE Score ranges are a **useful reference point** for parents and students to consider secondary schools.

- Use this information, together with other **important factors** such as the secondary schools' distinctive programmes, CCAs, ethos and cultures, to shortlist schools that would best fit the educational needs of the student.

- If your child has specific talents and strengths beyond the PSLE (e.g. areas such as sports, performing arts and leadership), consider the **Direct School Admission-Secondary (DSA-Sec)** as an alternative admission pathway to access secondary schools that have talent development programmes in these areas.

IMPORTANT FACTORS TO CONSIDER WHEN CHOOSING SECONDARY SCHOOLS

01 SCHOOL CULTURE

What is the school's culture and ethos?

02 LEARNING ENVIRONMENT

How do I feel about the school based on what I saw at the Open House?

03 PROGRAMMES

Does the school have programmes I would enjoy?

04 CCAS

Are there CCAs that interest me and can nurture my strengths, abilities and talents?

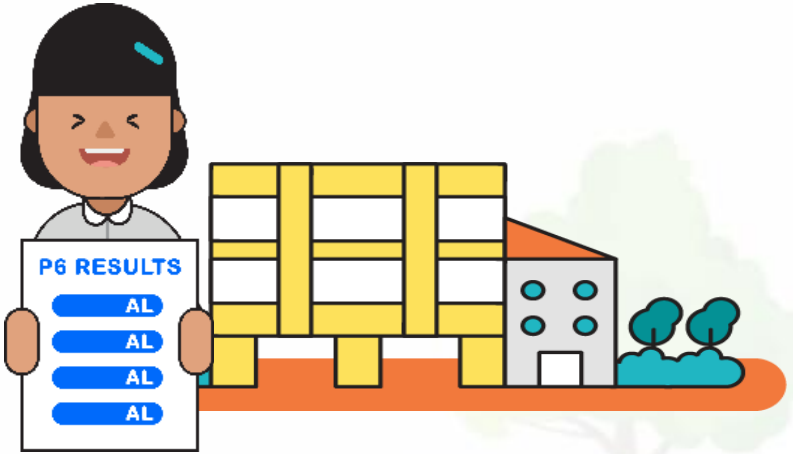
05 SUBJECTS

What subjects are offered in the school?

06 LOCATION

How long will it take for me to travel to school and back home?

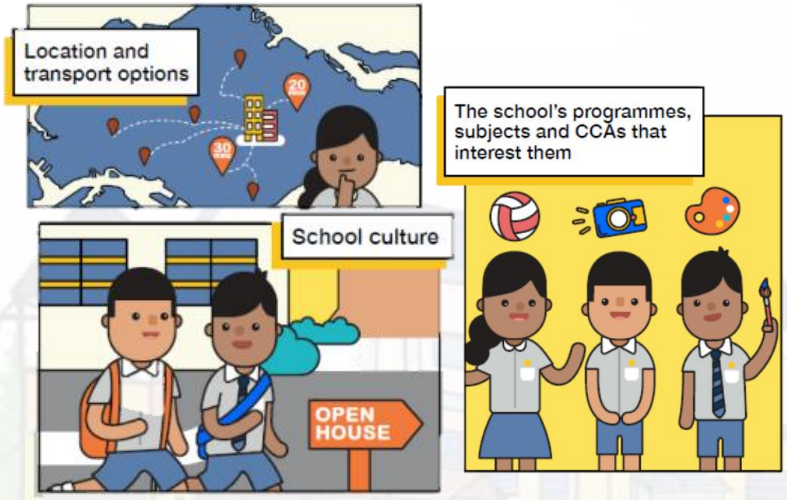
PREPARING FOR THE S1 POSTING EXERCISE



Use all <u>6 options</u> 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 serve as a guide for you and your child to shortlist school choices. <u>Consider at least 2-3 schools</u> where your child's PSLE Score is better than the school's Cut-off Point.

PREPARING FOR THE S1 POSTING EXERCISE



Shortlist schools that offer programmes that cater to your child's <u>strengths, interests, abilities, talents and learning needs</u>, as well as provide suitable learning environments.

<u>Rank your child's preferred school higher</u> in the choice order of schools. This will increase your child's chances of being posted to that school, if they need to undergo tie-breaking.

TIPS FOR PARENTS

Be open and flexible when discussing your child's preferences, needs and choices.

Manage your own expectations and do not project these expectations onto your child.

Have regular conversations with your child to **understand more about his/her strengths, interests, abilities, talents and aspirations.**

Affirm your child and offer support when he/she shares his/her plans with you.

FIND OUT MORE ON THE PSLE-FSBB MICROSITE!

https://go.gov.sg/pslefsbb

OTHER RESOURCES

1 SchoolFinder Tool

SCHOOL FINDER

https://go.gov.sg/secschoolfinder

2 "Welcome to Secondary School" video

https://go.gov.sg/welcome-to-secondary-school

3 Secondary School Education Booklet

https://go.gov.sg/psle-sec-sch-brochure

4 ECG Parent Guide

https://go.gov.sg/parent-guide

Direct School Admission (DSA) - Secondary for Primary 6 Students

- Direct Admission to Schools at Sec One
  - Govt / Govt-Aided Schools
  - Independent Schools
  - Specialised Schools
  - Integrated Programme (IP) Schools
  - Special Assistance Plan (SAP) Schools

Is the DSA-Sec right for my child?

If your child has specific **talents** which a school offers the DSA-Sec (talent areas include sports, leadership, academic, music, art)

Talent

Passion

Commitment

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

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

DSA-Sec Timeline

***(tentative) start of May to Mid-June (4 weeks)**

Apply for DSA-Sec through **DSA-Sec Application Portal**.

Late-October

Rank your offers, if you receive offers from multiple schools

PSLE

Shortlisting and Selection by secondary schools.

Each secondary school has different selection criteria for its categories and programmes. Schools will inform you of the selection outcome **by Aug**.

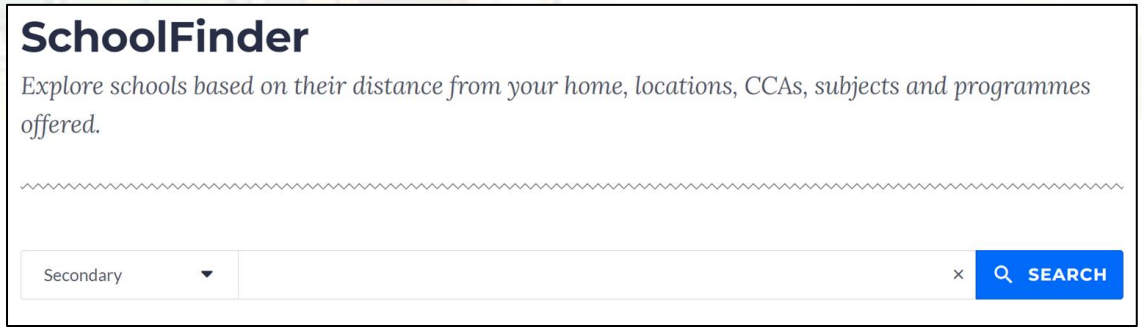
You will know whether you have been allocated to a school through the DSA-Sec, at the same time you receive your PSLE results.

Late-November

Where can I find more information on the 2026 DSA-Sec?

- Check the **MOE DSA-Sec website** for important dates and timelines, and for information on how DSA-Sec will be conducted.

- The **SchoolFinder** also contains information on DSA categories and secondary schools offering them.



Student Well-being

Peiying Primary School

Role Modeling –

In Safety and Admin Matters

- **Thermometer**
  - Ensure that your child's thermometer is in working condition.

- **Personal Health**
  - If unwell, please see a doctor and rest for the duration of the Medical Leave.
  - Advised to put on a mask if coughing or sneezing.

- Parent Gateway (PG)
  - strongly encouraged to be on board and use the functions
  - letters to parents, consent forms and announcement will be via PG (*new function of Notifying School on child's absence)*

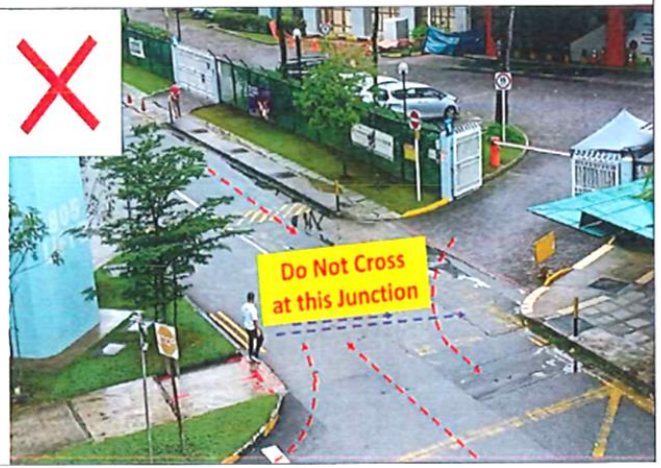
- Road safety
  - students who should cycle on the cycling paths
  - to park bicycle in school premises or designated bicycle racks in the neighbouring blocks

Role Modeling –
Road Safety of Students

For children who arrive in vehicles….

- advise your drivers to drive carefully, reduce vehicle speed and stay alert for pedestrian crossing in school zone
- cooperate with traffic marshals
- let your child alight only at designated drop-off point

Role Modeling –
Road Safety of Students

Use the zebra crossing when crossing the road	Do not jaywalk outside the school
	

- **Students to use pedestrian crossing at blocks 803 and 806 or to enter the school via gate 3 at block 808.**

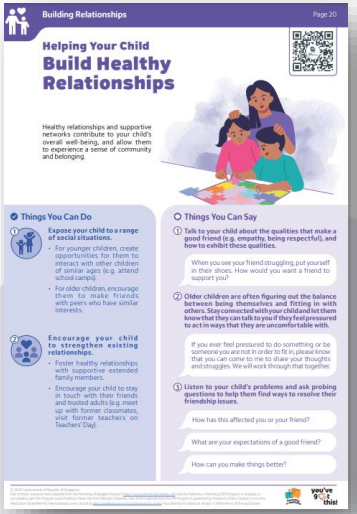
Real Connections

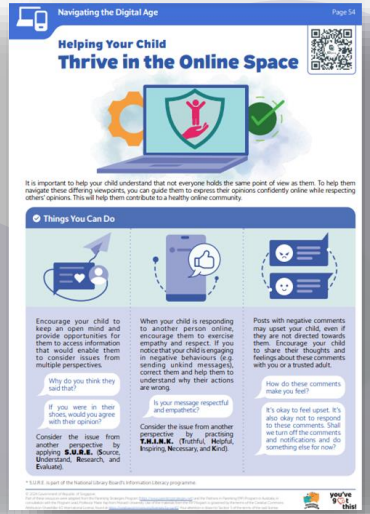
Cultivate strong relationships and healthy habits in this digital age

Establish good habits for our children to stay confident and in control of their technology use

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

Build strong bonds through shared experiences and meaningful conversations





GO.gov.sg

Check Parenting for Wellness Toolbox for conversation starters to facilitate meaningful conversations, and practical strategies on parenting in a digital age.

Real Connections -

Building Healthy Habits in Children

Encouraging Purposeful Screen Use

Cyberwellness Lessons

- Managing children's screen use and safeguarding them from online risks
- Using of mobile devices for learning and only at appropriate times

Personal Lockers

- Dedicated storage spaces for students to deposit their personal mobile devices before the start of lessons

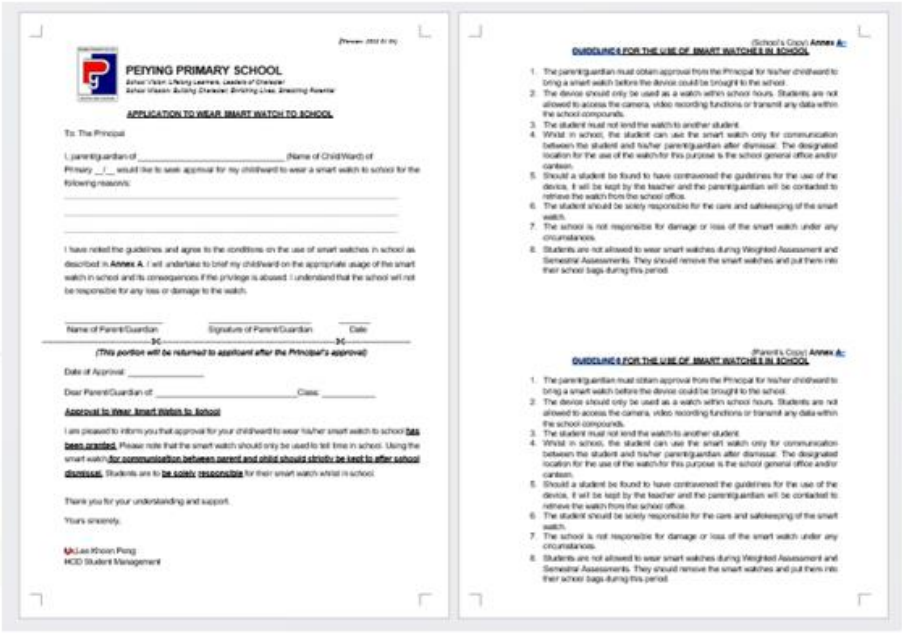
Real Connections -

Building Healthy Habits in Children

Mobile Phones & Smart Watches

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

- Submit the application form to the Form Teacher



PEIYING PRIMARY SCHOOL

APPLICATION TO WEAR SMART WATCH TO SCHOOL

To: The Principal

I, parent/guardian of _____ (Name of Child/Ward) of Primary __/__ would like to seek approval for my child/ward to wear a smart watch to school for the following reasons:

I have noted the guidelines and agree to the conditions on the use of smart watches in school as described in Annex A. I will undertake to brief my child/ward on the appropriate usage of the smart watch in school and its consequences if the privilege is abused. I understand that the school will not be responsible for any loss or damage to the watch.

Name of Parent/Guardian | Signature of Parent/Guardian | Date

(This portion will be returned to applicant after the Principal's approval)

Date of Approval: _____

Dear Parent/Guardian of _____ Class: _____

Approval to Wear Smart Watch to School

I am pleased to inform you that approval for your child/ward to wear his/her smart watch to school has been granted. Please note that the smart watch should only be used to tell time in school. Using the smart watch for communication between parent and child should strictly be kept to after school dismissal. Students are to be solely responsible for their smart watch whilst in school.

Thank you for your understanding and support.

Yours sincerely,

Lee Khoon Peng
HOD Student Management

(School's Copy) Annex A:

GUIDELINES FOR THE USE OF SMART WATCHES IN SCHOOL

1. The parent/guardian must obtain approval from the Principal for his/her child/ward to bring a smart watch before the device could be brought to the school.
2. The device should only be used as a watch within school hours. Students are not allowed to access the camera, video recording functions or transmit any data within the school compounds.
3. The student must not lend the watch to another student.
4. Whilst in school, the student can use the smart watch only for communication between the student and his/her parent/guardian after dismissal. The designated location for the use of the watch for this purpose is the school general office and/or canteen.
5. Should a student be found to have contravened the guidelines for the use of the device, it will be kept by the teacher and the parent/guardian will be contacted to retrieve the watch from the school office.
6. The student should be solely responsible for the care and safekeeping of the smart watch.
7. The school is not responsible for damage or loss of the smart watch under any circumstances.
8. Students are not allowed to wear smart watches during Weighted Assessment and Semestral Assessments. They should remove the smart watches and put them into their school bags during this period.

(Parent's Copy) Annex A:

GUIDELINES FOR THE USE OF SMART WATCHES IN SCHOOL

1. The parent/guardian must obtain approval from the Principal for his/her child/ward to bring a smart watch before the device could be brought to the school.
2. The device should only be used as a watch within school hours. Students are not allowed to access the camera, video recording functions or transmit any data within the school compounds.
3. The student must not lend the watch to another student.
4. Whilst in school, the student can use the smart watch only for communication between the student and his/her parent/guardian after dismissal. The designated location for the use of the watch for this purpose is the school general office and/or canteen.
5. Should a student be found to have contravened the guidelines for the use of the device, it will be kept by the teacher and the parent/guardian will be contacted to retrieve the watch from the school office.
6. The student should be solely responsible for the care and safekeeping of the smart watch.
7. The school is not responsible for damage or loss of the smart watch under any circumstances.
8. Students are not allowed to wear smart watches during Weighted Assessment and Semestral Assessments. They should remove the smart watches and put them into their school bags during this period.

Real Connections -

Building Healthy Habits in Children

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.

The Straits Times, 22 January 2025

Our Response - Grow Well SG

THE STRAITS TIMES SINGAPORE LOG IN

National scheme launched to get kids to adopt healthy habits, kick digital and junk food dependence

While most children in Singapore are in good health, many have already picked up poor habits. ST PHOTO: LIM YAOHUI

Joyce Teo

UPDATED JAN 22, 2025, 11:16 AM

Ministry of Education SINGAPORE

Education levels | Financial matters | Education in SG | Newsroom | Careers | About MOE

MOE > NEWS > PRESS RELEASES >

Grow Well SG to Support Families in Building Healthy Habits in Children

Last Updated: 21 Jan 2025 | News, Press Releases

The Ministry of Health (MOH), Ministry of Education (MOE) and Ministry of Social and Family Development (MSF) have jointly launched Grow Well SG, a new national health promotion strategy to enhance preventive care and inculcate healthier lifestyles in children and adolescents. The multi-ministry strategy is aimed at holistically addressing children's health and well-being in the digital age.

a. **Eat Well** - Fuel for growth and learning. Good nutrition can support growth and enhance overall health and development.

b. **Sleep Well** - Rest for success. Healthy sleeping routines can improve concentration, mood and physical development.

c. **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.

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

Our Response - Grow Well SG

Led by MOH, MOE and MSF, Grow Well SG is a **new national health promotion strategy to enhance preventive care and inculcate healthier lifestyles in children and adolescents**. We will first focus on **children 0-12 years old** and extend to older age groups subsequently.

Focus on four modifiable behaviours	Providing a supportive environment for the practice of healthy habits from birth throughout childhood
1) Excessive screen time 2) Insufficient physical activity 3) Poor nutrition 4) Inadequate sleep	• Tools and resources to empower children, parents and caregivers • Age-appropriate interventions across natural touchpoints in the preschool, school, healthcare and community settings to reinforce messaging and action • Additional support for children with identified health concerns

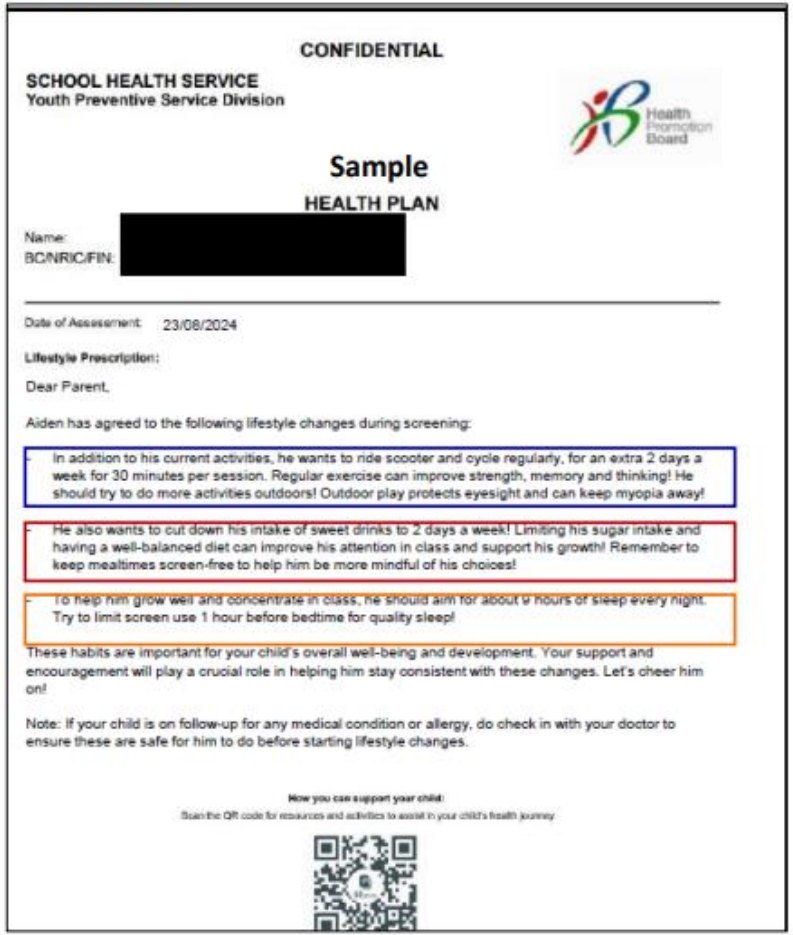
Resources for Parents: Access to Information

Given after the School Health Screening

Parents can access HPB's HealthHub to retrieve information on

- Health screening results such as myopia and hearing tests,
- Vaccination performed,
- Referrals to specialists in the Student Health Centre or Regional Healthcare System, if any, and
- **Lifestyle prescription**

HealthHub



CONFIDENTIAL

SCHOOL HEALTH SERVICE
Youth Preventive Service Division

Health Promotion Board

Sample

HEALTH PLAN

Name:
BC/NRIC/FIN: [redacted]

Date of Assessment: 23/08/2024

Lifestyle Prescription:

Dear Parent,

Aiden has agreed to the following lifestyle changes during screening:

- In addition to his current activities, he wants to ride scooter and cycle regularly, for an extra 2 days a week for 30 minutes per session. Regular exercise can improve strength, memory and thinking! He should try to do more activities outdoors! Outdoor play protects eyesight and can keep myopia away!
- He also wants to cut down his intake of sweet drinks to 2 days a week! Limiting his sugar intake and having a well-balanced diet can improve his attention in class and support his growth! Remember to keep mealtimes screen-free to help him be more mindful of his choices!
- To help him grow well and concentrate in class, he should aim for about 9 hours of sleep every night. Try to limit screen use 1 hour before bedtime for quality sleep!

These habits are important for your child's overall well-being and development. Your support and encouragement will play a crucial role in helping him stay consistent with these changes. Let's cheer him on!

Note: If your child is on follow-up for any medical condition or allergy, do check in with your doctor to ensure these are safe for him to do before starting lifestyle changes.

How you can support your child:

Scan the QR code for resources and activities to assist in your child's health journey

Summary of resources for Parents & Child

Resources	Timeframe	Remarks
Lifestyle questionnaire and consent form	At the beginning of the year	Sent through schools via Parents Gateway
1. Health Plan Booklet 2. Starter's Kit	At the end of the school's health screening exercise	Disseminated through the Form Teacher
The Health Plan for their child on HealthHub: 1. Health screening results 2. Vaccination performed (+/-) 3. Referrals to SHC/RHS (+/-) 4. Lifestyle Prescription	Available 2 weeks after school's health screening exercise	Available on HealthHub
Curated content and programmes by HPB which includes those of sleep habits, healthy eating, etc.	Available anytime	Available on Parenting for Wellness website and Parent Hub

Restricted (Non-Sensitive)

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

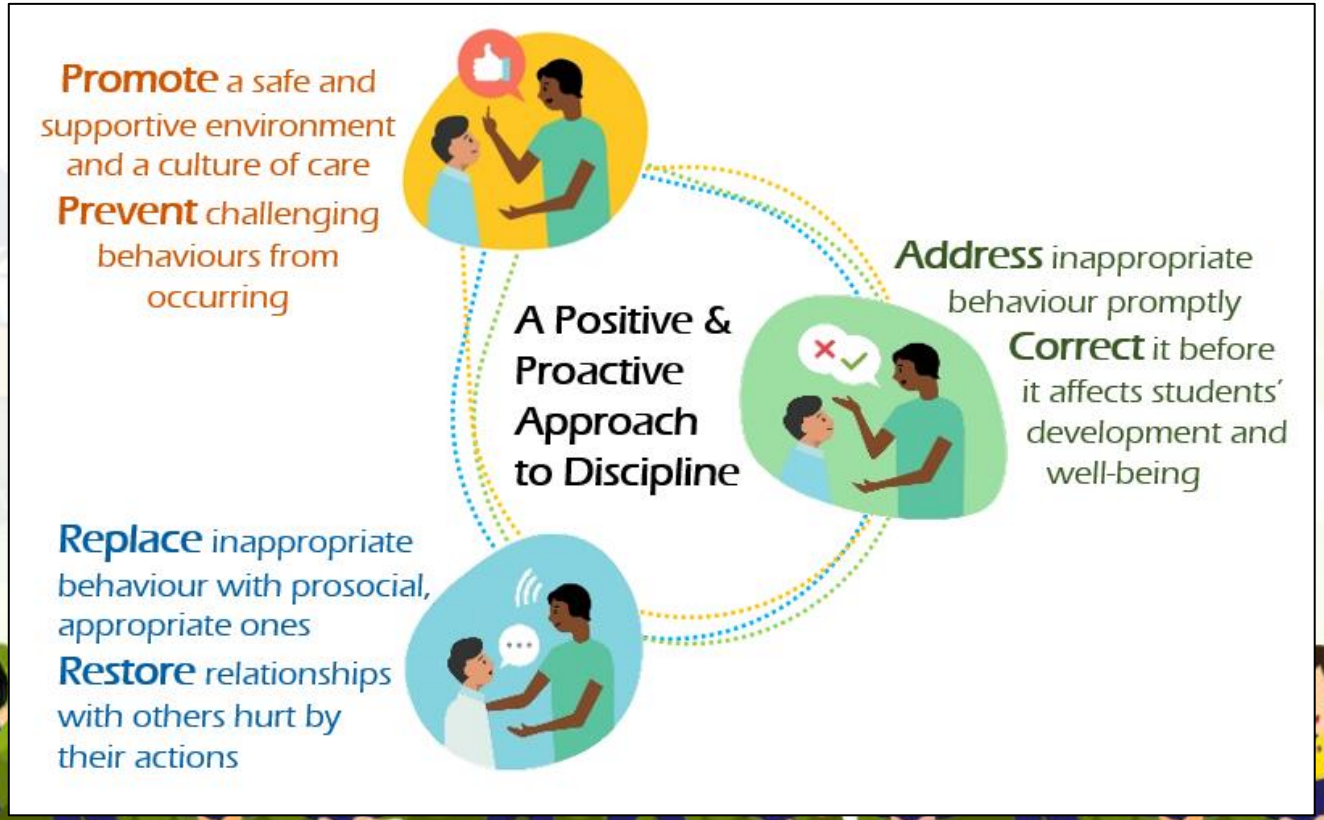
- Students may report incidents to any teachers or school staff. All reports will be taken seriously and treated confidentially.

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.

© Ministry of Education, Singapore

Generative Artificial Intelligence

What is Generative Artificial Intelligence (GenAI)

How can we tap its opportunities whilst mitigating its risks?

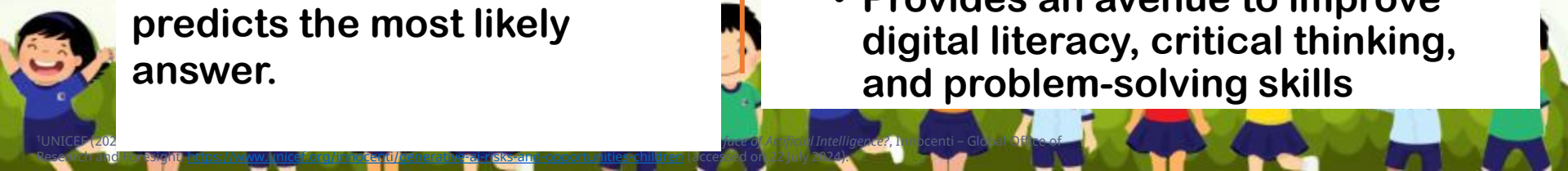
What is Generative AI (Gen AI)? What opportunities does it present?

*'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**



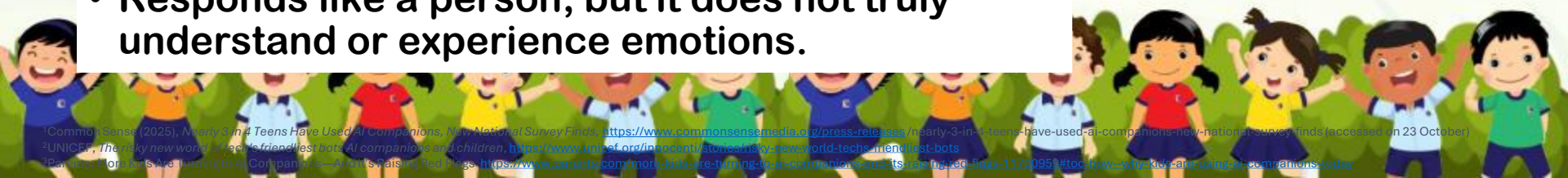
[1] UNICEF (202… …nce of Artificial Intelligence?, Innocenti – Global Office of Research and Foresight. https://www.unicef.org/innocenti/generative-ai-risks-and-opportunities-children (accessed on 22 July 2024).

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-here-s-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

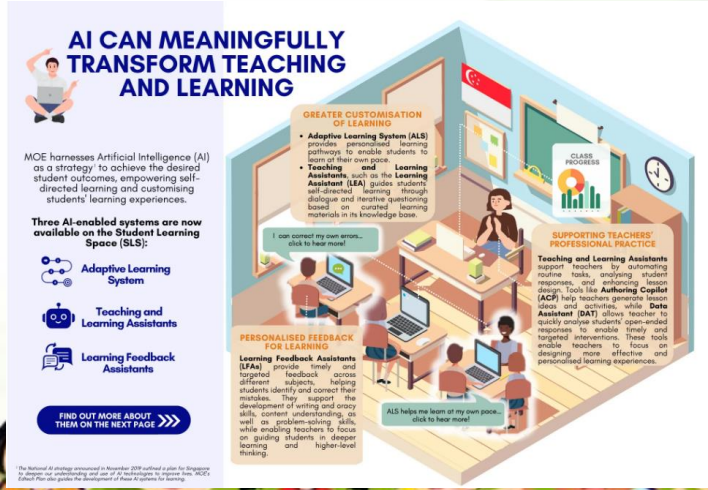
the school curriculum

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

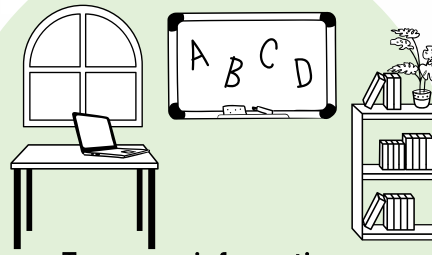
Scan QR code to read more about SLS AI-enabled features!

1. AI use for teaching and learning must be **age- and developmentally-appropriate.**
   - **Pri 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.

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

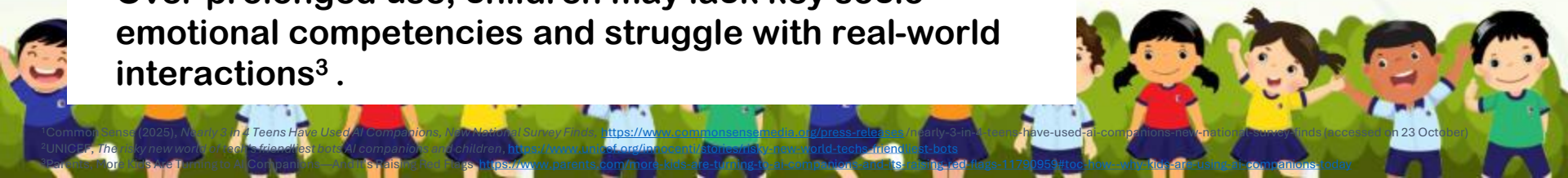
Upper primary students will learn about the risk of misinformation from AI output, that AI output may contain false information, and how some AI features (e.g. those in SLS) can support learning in a safe digital environment

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 '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

Peiying Primary School

THANK YOU!