

# YOUR CHILD IN PRIMARY 6



A vibrant school with a culture of care and the spirit of excellence

# Supporting Our Students' Learning in the Final Year of Primary Education





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Primary School

# Transition to Primary Six

- **Higher academic demands**
- Personal **physiological** changes
- **Relationship with peers**

Students need to:

- Stay **confident** in the face of challenges
- Be disciplined and stay focused over a longer time span
- **Develop social emotional competencies to deal with the challenges**



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# How we support our students



SCHOOL-WIDE



CLASS



PARTNERSHIP WITH  
PARENTS

A vibrant school with a culture of care and the spirit of excellence



# SCHOOL-WIDE SUPPORT

- Develop our students holistically – strong foundation, E21CC and values
- Understand their needs, interests and strengths
- Provide a positive school experience

**Confident Lifelong Learners**



## 3 Key Areas

### **Our relationship with others**

- How we contribute to make a positive difference in the lives of those around us
- Being a good peer supporter

### **Choices we make**

- The decisions we make should be anchored on school values and sound moral compass

### **Strengthening Growth Mindset**

- Effort is more important than results
- Failure is part of learning
- Take action to overcome our challenges and make progress





# DEVELOPMENT OF PERSONAL LEADERSHIP

Personal Effectiveness	Leading Self
<ul style="list-style-type: none"><li>• Self-regulation</li><li>• Beginning with the End in Mind<ul style="list-style-type: none"><li>• Putting First Things First</li><li>• Active learning</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Developing strengths<ul style="list-style-type: none"><li>• Growth Mindset</li><li>• Contributing actively</li></ul></li><li>• Continuous improvement</li></ul>

# WELL-BEING & MOTIVATIONAL SUPPORT



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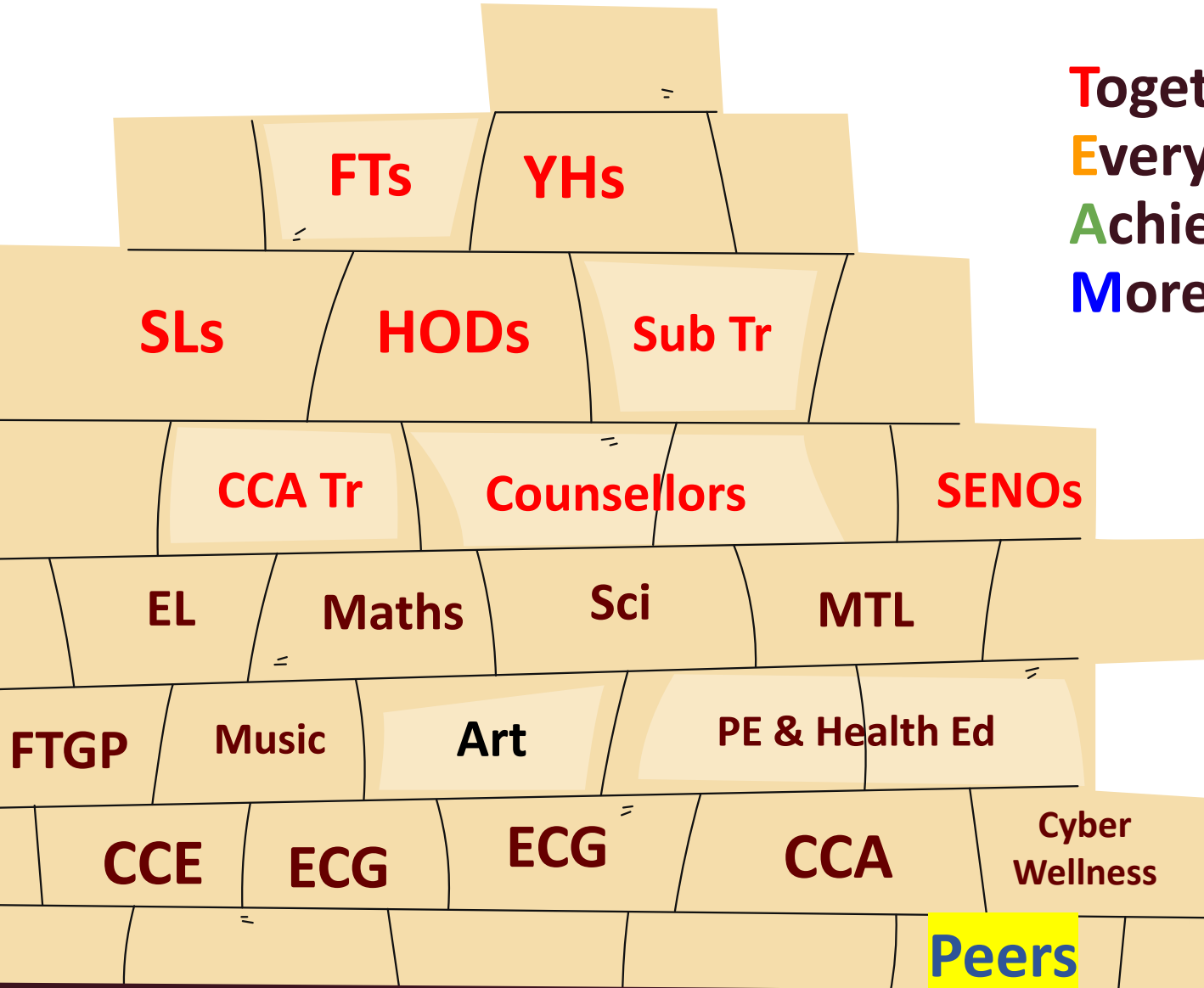
Together  
Every SKGian  
Achieves  
More holistically



Strength of  
Character

Ready to  
serve

Ready for  
the future





# Principal's Time with the Students

Class-based & Whole-cohort



# Cohort Talk







## Co-Curricular Activities (CCAs)

- CCAs are a key component of students' holistic education.
- Through CCAs, students:
  - discover their interests and talents.
  - develop their character, learn values, social emotional competencies and other relevant skills to prepare them for future challenges
  - learn and interact with one another,
  - develop friendships and deepen their sense of belonging to the school and community.
- CCAs for Primary 6 is scheduled during Semester 1.



## What our P6 parents say about CCAs

“Engaging in a CCA can help children develop a sense of responsibility, time management skills, teamwork and leadership qualities...”

“While preparing for the PSLE is undoubtedly important, CCA offers a break from academic studies, allowing students to engage in activities they enjoy and develop their talents...”

“Help the child understand the importance of self-care and maintaining a healthy balance between their commitments. Encourage them to take breaks, engage in hobbies, CCAs, etc...”

# EDUCATION CAREER GUIDANCE (ECG)

Equipping students with the necessary **knowledge**, **skills** and **values** to make informed decisions at each key education stage for **successful transition** from school to work, and hence to manage their career pathways and **lifelong learning** throughout their lives.

- FTGP Lessons
- Career Awareness Fest\*
- Secondary School Talks\*

Held during the P6 Study Week  
(26 & 27 June 2025)

Parents are encouraged to explore the MySkillsFuture portal with your child at the following link: <https://www.myskillsfuture.gov.sg/content/student/en/primary.html>



SCAN ME



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# ECG RESOURCES

## ECG What's Next



<https://go.gov.sg/whats-next-psle>



## Student Journey Map and School Explorer Card



<https://go.gov.sg/psle-student-journey>



# SCHOOL FINDER



<https://go.gov.sg/secschoolfinder>



# Morning Assembly with Form Teachers

## GROWTH MINDSET

Term 1 Week 2

There may be things  
I don't know  
right now, but

**I CAN**



**learn**

Mindfulness in Gratitude 2

**I AM GRATEFUL TO HAVE  
YOU AS MY FRIEND**

Who are the friends that you are grateful to  
have.  
Why are you grateful to have them as  
friends?

Make a class friendship tree!



**GRATITUDE  
WEDNESDAY!**

Start each day with a  
grateful heart



**WELCOME TO  
TERRIFIC THURSDAY**



Today's Health Quote

**AN APPLE A  
DAY KEEPS THE  
DOCTOR AWAY**



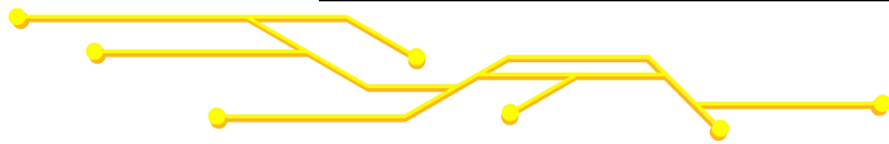


# ACADEMIC SUPPORT

Programme	Timeline
Remediation Programme (Selected students)	Semester 1

Revision Programme  
(All students)

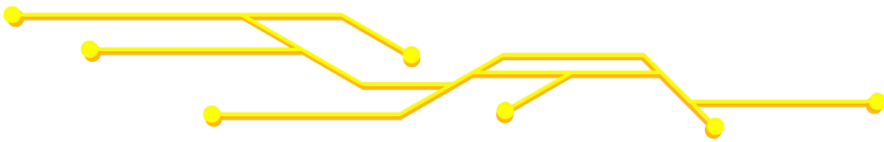
Semester 2





# ACADEMIC SUPPORT

Programme	Timeline
P6 Study Week (All students)	June Holiday (23 June – 27 June 2025)
P6 Revision Programme (All students)	September Holiday (11 & 12 Sep 2025)





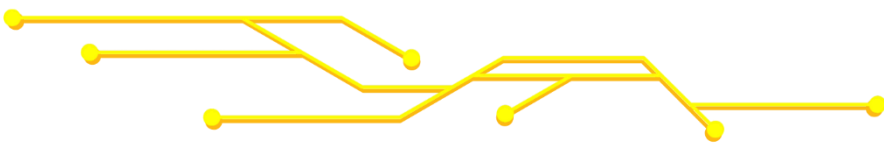
# **PARTNERING PARENTS**

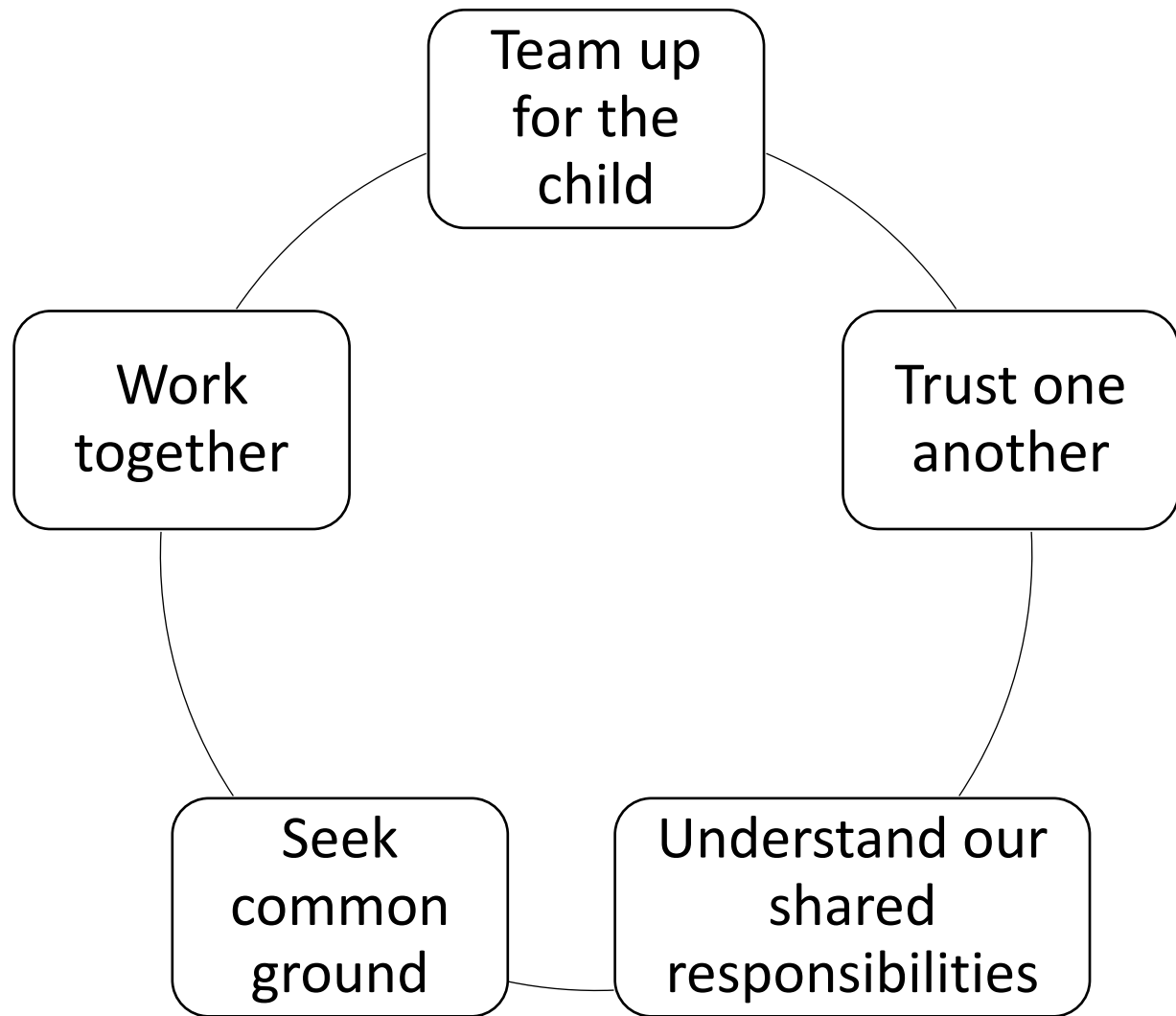
## **in holistic development of our students**

### **Regular Communication with parents**

**Student Handbook, Email, Telephone Calls, Parent Gateway, Letters of notification, School Calendar (school website)**

<b>Sessions</b>	<b>DATE/PERIOD</b>
P6 Parent Engagement Session	<b>17 January 2025</b>
Parent-Child-Teacher Conference (For selected students)	<b>13 - 14 March 2025</b>
Parent-Child-Teacher Conference (For all students)	<b>26 – 27 May 2025</b>





# Our Common interest : Your child, Our student

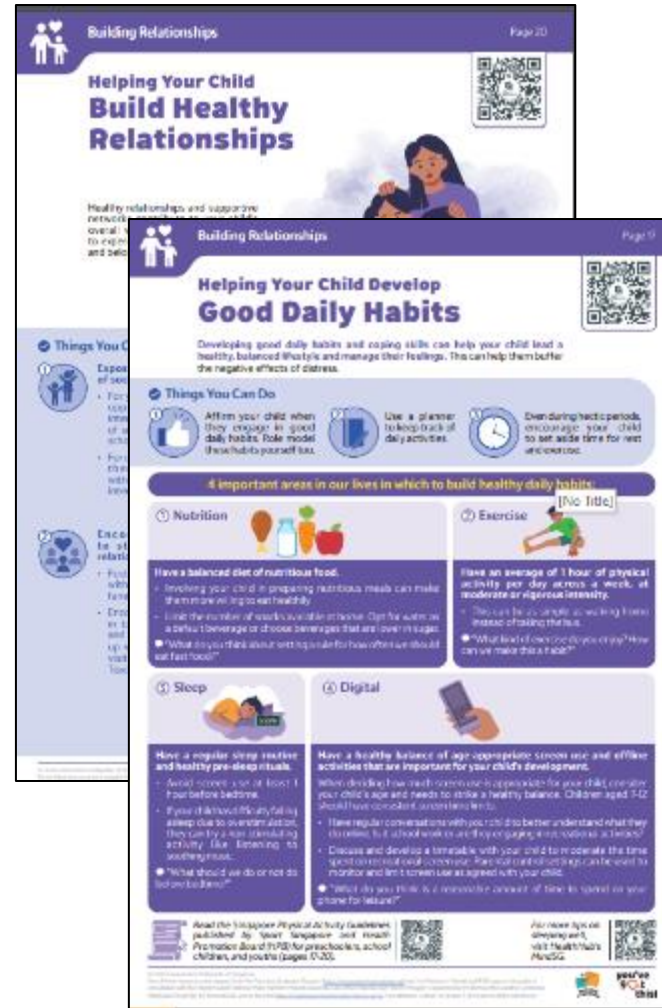
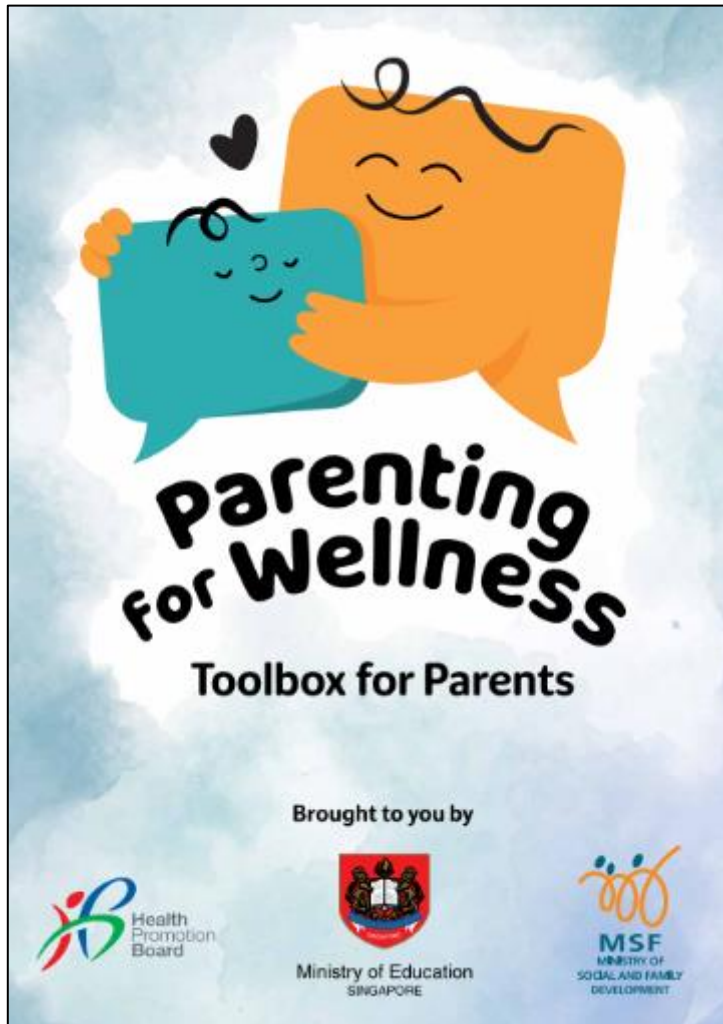
Let's support one another jointly  
as we **support and encourage** our  
**children** in their final year of primary  
school education.



# Latest Resource: Parenting for Wellness Toolbox



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An initiative to empower parents with key knowledge and skills to build strong parent-child relationships, strengthen their children's mental well-being and resilience, and parent effectively in the digital age.

The Toolbox for Parents **comprises bite-sized practical tips and strategies for parents**, such as ways to create a safe and nurturing home environment, build resilience in children, and stay safe online.

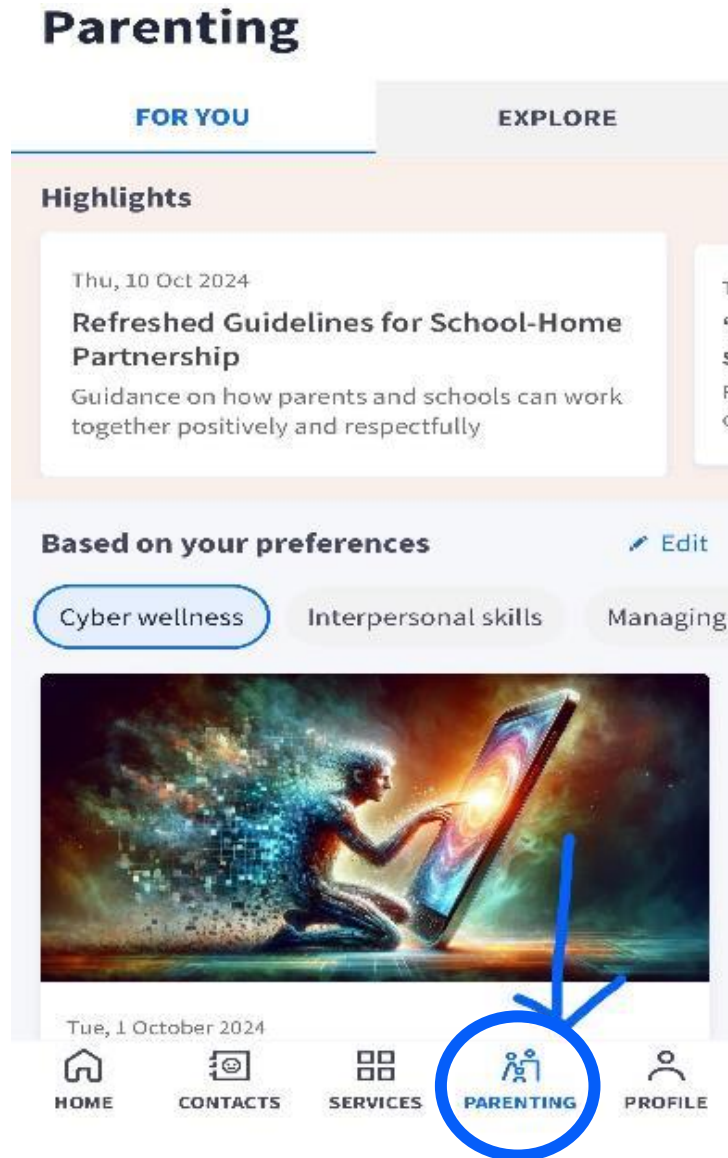




# Check out Parenting Resources on Parents Gateway (PG)

Repository of  
parenting resources

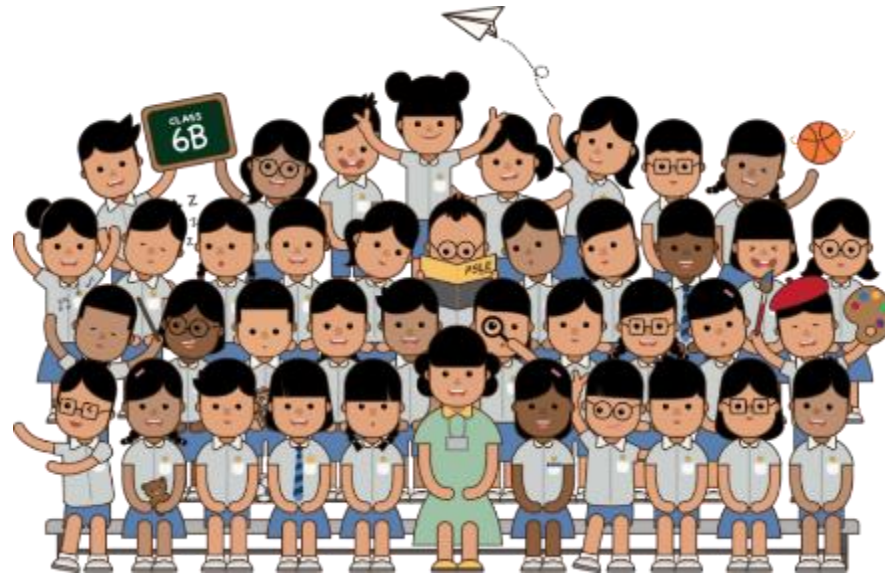
A repository for  
parents to browse  
resources on topics  
such as forging  
parent-child  
relationships and  
education  
pathways.



Find out more  
about Parents  
Gateway here.

# The PSLE SCORING and S1 POSTING

**SUPPORTING STUDENTS AND PARENTS IN MAKING  
INFORMED SCHOOL CHOICES FOR PSLE**



# From today's session, you will walk away with...

- A better understanding of the support that your child may need in the transition journey from primary to secondary school
- Understanding Full Subject-Based Banding (Full SBB)
- Information on what to expect in secondary school





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**How does the PSLE Scoring &  
S1 Posting work?**

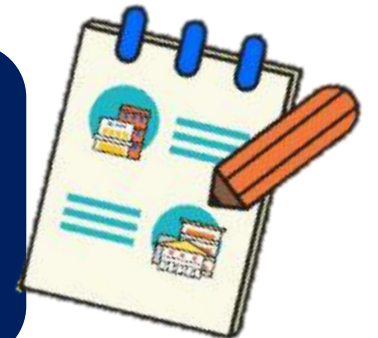
**How are students posted to  
secondary schools?**

# WHAT IS THE INTENT OF THE PSLE?



**A useful checkpoint at the end of primary school**

**A fair way to determine secondary school posting**



# WHAT IS THE INTENT OF THE PSLE?



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Over the years, we have been changing the education system to help our students discover and develop their strengths, interests, abilities and talents while moving away from an over-emphasis on academic results. Our PSLE Scoring system reduces the over-emphasis on academic results by:

1

**Reducing fine differentiation of students' examination results at a young age.**

2

**Recognising a student's level of achievement, regardless of how his/her peers have done.**

3

**Encouraging families to choose secondary schools holistically based on students' strengths, interests and learning needs.**



# WHAT ARE ACHIEVEMENT LEVELs (AL)?

## WHY ARE THE BANDS UNEVEN?

- 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.



Elena PSLE Score 14	
PSLE Subject	AL Score
English	2
Math	2
Foundation Science	AL A = 6
Mother Tongue Language	4

# GRADING OF FOUNDATION SUBJECTS



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- 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

# ELIGIBILITY CRITERIA FOR HIGHER MOTHER TONGUE LANGUAGE (HMTL)

- The eligibility criteria for taking HMTL ensures that students can cope with the higher academic load.

## ELIGIBILITY CRITERIA FOR HMTL

- (i) An overall PSLE Score of 8 or better**
- or**
- (ii) An overall PSLE Score of 9 to 14 (inclusive); and attain**
  - **AL 1 / AL 2 in MTL or**
  - **Distinction / Merit in HMTL**

- For students who do not meet the above criteria, secondary schools will have the flexibility to offer HMTL to students if they are assessed to have high ability and interest in MTL, and are able to cope with the learning load required.

# 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.

# HCL POSTING ADVANTAGE TO SAP SCHOOLS



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Students will be considered for admission to SAP schools in the following order:

1st



7

NO HCL

Students with better PSLE Scores will be posted first, even if they did not take HCL

2nd



8

DISTINCTION

3rd



8

MERIT

4th



8

PASS

5th



8

NO HCL

Amongst students with the same PSLE Score, those with better HCL grades will be posted first

6th



9

DISTINCTION

- 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.



# Understanding Full Subject-Based Banding (Full SBB)



**What is Full SBB?**

# WHAT IS FULL SBB?

- Full SBB will be implemented in secondary schools from 2024, and aims for students to:



Have greater ownership of their learning according to their strengths, interests, abilities, talents and learning needs.



Develop a growth mindset and an intrinsic motivation to learn for life.



Have more opportunities to interact with friends of different strengths, interests, abilities and talents.



Have more options for post-sec pathways, while ensuring they have strong fundamentals and can thrive in their chosen pathway.

# FULL SUBJECT-BASED BANDING (FULL SBB)



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**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**

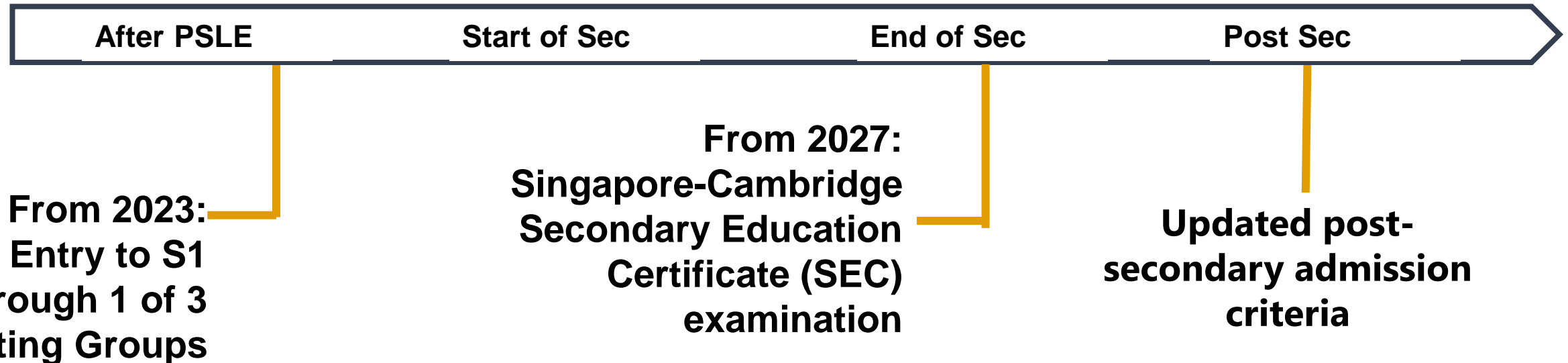
- From 2027, students will sit for the Singapore-Cambridge Secondary Education Certificate (SEC) examinations, instead of the GCE N- and O- Level examinations.
- Students will receive an SEC which reflects the subjects and subject levels that they offered.

# 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**, mapped from the standards of the N(T), N(A) and Express subject levels respectively.
- **Greater flexibility** to customise students' learning by offering subjects at various subject levels.
- **Shift away from stream-based subject offerings.**



# FULL SBB: S1 POSTING

**Three Posting Groups to ensure schools are accessible to diverse learners**

## Posting Group 1, 2 and 3.

Objective: Ensures that schools continue to admit a **diverse profile of students** and students have **access to a wide range of schools**.

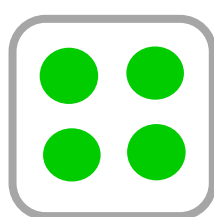
**Unlike the academic streams of Express, N(A) and N(T), Posting Groups will only be used for the purposes of facilitating entry into secondary school and to guide the subject levels students offer at the start of S1.**

PSLE Scores provide a good gauge of the subject levels that students can offer at the beginning of S1.

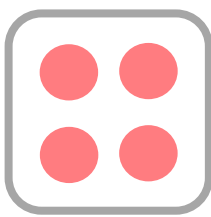
PSLE Score	Posting Group	Subject level for most subjects
4 – 20	3	G3
21 and 22	2 or 3	G2 or G3
23 and 24	2	G2
25	1 or 2	G1 or G2
26 – 30 (with AL 7 in EL and MA)	1	G1

# FULL SBB: MIXED FORM CLASSES IN LOWER SECONDARY

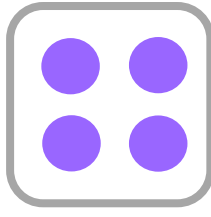
Form classes arranged by academic stream in schools yet to implement Full SBB



Students  
in Exp  
stream

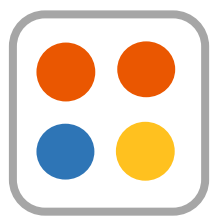


Students  
in N(A)  
stream



Students  
in N(T)  
stream

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



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## 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 still 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 <sup>^</sup>	OPTION TO OFFER MTL AT A LESS DEMANDING LEVEL
PG3	AL 6	G2
	AL 7-8	G1 or G2
PG2	AL 7-8	G1

<sup>^</sup> 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 S1



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- 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**



# SCHOOL CHOICE JOURNEY

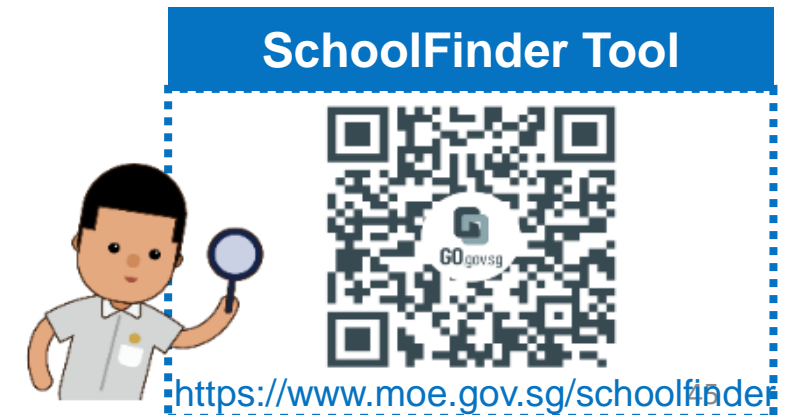
- The PSLE Score ranges are a **useful starting point** for parents and students to consider secondary schools.
- Use this information, together with other **important factors** such as the secondary schools' distinctive programmes, CCAs, ethos and cultures, to shortlist schools that would best fit the educational needs of the student.





# 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.
- The PSLE Score ranges for individual secondary schools will be available for your reference on <https://moe.gov.sg/schoolfinder>. They reflect the PSLE scores of the students posted into these schools at the previous year's S1 Posting Exercise.
- A school's PSLE Score range (including Cut-Off-Point) for a particular year is not pre-determined before the posting, and vary from year to year, depending on the cohort's PSLE results and their school choices in that year's S1 Posting Exercise.



# HOW DO WE INTERPRET THE PSLE SCORE RANGES?

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.

## Example

XX Secondary School

PSLE Score range of 20XX (previous year's S1 Posting Exercise)

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 PG.

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

*Note: Posting Groups will be assigned based on PSLE Scores, mapped from existing PSLE Score ranges for Express, N(A) and N(T) streams.*

# EXAMPLE OF AN SAP SCHOOL'S PSLE SCORE RANGE

While students need not take HCL to enter SAP schools, students who pass HCL receive a posting advantage for admission. To reflect this, the PSLE Score ranges of SAP schools include the HCL grades of the first and last student admitted in the previous year via S1 Posting.

## Example

XX Secondary School

PSLE Score range of 20XX (previous year's S1 Posting Exercise)

Posting Group 3	5 (D) – 12 (P)
Posting Group 2	
Posting Group 1	

PSLE Score and HCL grade of the first student posted into the school through PG3.

PSLE Score and HCL grade of the last student posted into the school through PG3 [i.e. the school's Cut-Off Point (COP)].

# WHICH SCHOOLS SHOULD MY CHILD SHORTLIST?

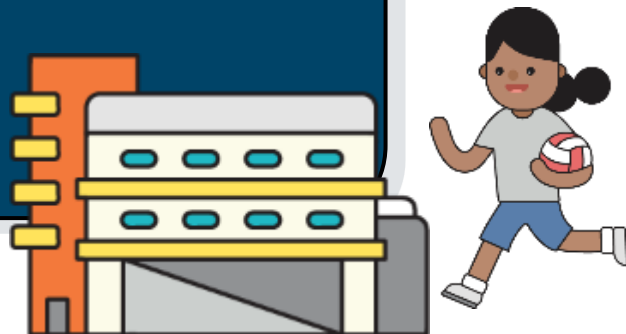


- What are your child's interests?

- What does your child enjoy doing?

- Which secondary schools have programmes and CCAs that can develop your child's strengths, interests, abilities and talents?

- You may also visit the schools' Open Houses and their websites!*



# 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?

# Progression Post-PSLE

## Choices

**Sec 1 Posting  
Exercise**

**Direct Schools  
Admission –  
Secondary Exercise**

*Did not meet criteria for secondary school*

**retain in P6**

**Specialised  
schools  
Northlight School  
Assumption  
Pathway School**

<https://www.moe.gov.sg/secondary/s1-posting>





## **DIRECT SCHOOL ADMISSION (DSA-SEC)**

- Introduced by the Ministry of Education in 2004
- Seeks to promote holistic education and provide students an opportunity to demonstrate a more diverse range of achievements and talents in seeking admission to a secondary school
- An admission exercise to allow participating secondary schools to select some Primary Six (P6) students for admission to Secondary One.
- The selection will be based on their achievements and talents before the PSLE results are released.
- Takes place from May to Nov (tentative) each year

# Direct School Admission (DSA-SEC)

## Categories

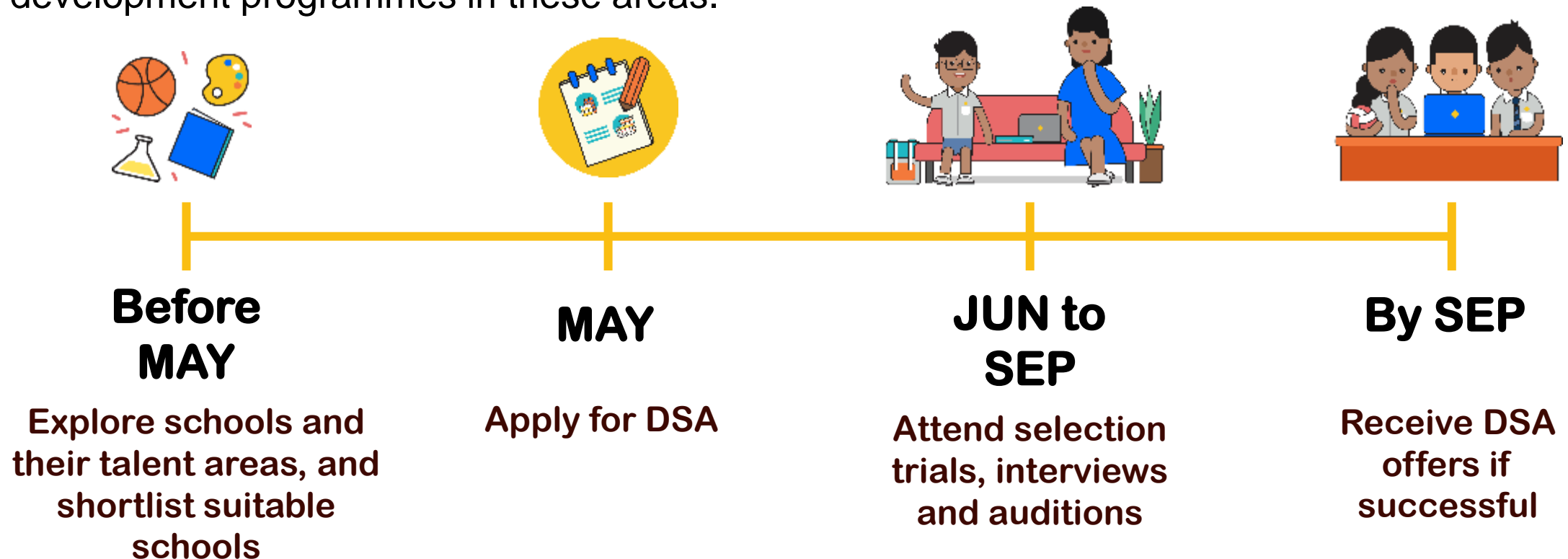
- Entrepreneurship and Innovation
- Language and Humanities
- Leadership and Uniformed Groups
- Performing Arts
- Science, Technology, Engineering and Mathematics
- Sports and Games
- Visual Arts, Design and Media

# ENTERING SCHOOLS THROUGH DSA-SEC



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- There is no change to the application and selection process with the shift to Full SBB.
- 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.





# Centralised DSA-SEC Application Portal

- Applications via a common online portal using one of the parents' Singpass login.
- Applicants only need to **fill in one online form** to apply to multiple schools.
- Students interested to apply to Singapore School of the Arts (SOTA) or Singapore Sports School (SSP) will continue to apply directly to the schools because of their unique admission requirements.
- Details such as student's Primary 5 and Primary 6 academic results, Co-curricular Activities (CCA), school-based achievements/awards will be **automatically shared** with the schools that the student applies to.

**Schools do not issue testimonials for DSA applications / admissions to secondary schools/appeals for secondary school transfer**

# Criteria for selection

Schools have different selection processes but, in general, applicants must be able to demonstrate their talent, potential, passion and character through their school track record and online DSA applications. For example:

- Represented the school in a CCA
- Held a role in a play or performance
- Done well in a subject such as mathematics or creative writing
- Held a leadership role in school, CCA or class

# Direct School Admission (DSA)

## Important Things to Note

- Student's PSLE score still matters. Students offered placement in a DSA-Sec school still need a PSLE score that qualifies them for the course offered by the school.
- Successful DSA candidates will **not** be allowed to make any **school option** in the centralised S1 Posting Exercise.
- Unsuccessful DSA candidates will have to participate the S1-Sec Posting Exercise after receiving their PSLE results.

You may find more about the DSA-SEC at the following link:

<https://www.moe.gov.sg/secondary/dsa>





# 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.

# Useful resources

## Quick tips on shortlisting secondary schools

**A SECONDARY SCHOOL THAT'S SUITABLE FOR YOUR CHILD**  
Help them match the school to their strengths and interests.

**ASK:**  
What are their strengths, interests, and abilities?  
- What kind of courses, programmes and opportunities will develop these?  
- Is the pace of learning suitable for them?

**CONSIDER:**  
- School Culture  
- Courses  
- Programmes, Subjects and CCAs Offered  
- Location and Transport  
- If your child has Special Educational Needs  
Select schools with specialised facilities or resources.

**SUBMIT:**  
- 6 School Options  
So that your child is more likely to get into a school of choice.  
- Schools with Different Cut-Off Points  
Consider at least 5-6 schools where your child's CUP is better than the school's Cut-Off Point.  
**REFER TO:**  
MOE's SchoolFinder  
Check out schools' breadth of subjects offered, Co-Curricular Activities, location and contact information.

**YOUR RANK OF SCHOOL CHOICES**  
The higher you rank your choice, the better your chance of getting into that school.  
Score ranges can vary from year to year, since they depend on each child's performance and other factors.

## Tools to use to explore secondary schools

SCHOOL FINDER

MySKILLSfuture



## How-to-Guides to equip parents on how to use the tools

**How to Use SchoolFinder**  
Ministry of Education SINGAPORE

<https://go.gov.sg/school-finder>

QR code linking to the guide.

# FIND OUT MORE ON THE PSLE-FSBB MICROSITE



<https://go.gov.sg/pslefsbb>



# Preliminary Examination Dates

Date	Subject
18 July 2025	EL, Fdn EL and MTL, Fdn MTL LC
22 & 23 July 2025	EL, Fdn EL and MTL, Fdn MTL oral
21 Aug 2025	EL & Fdn EL – Paper 1 & 2
22 Aug 2025	Math / Fdn Math – Paper 1 & 2
25 Aug 2025	MTL & Fdn MTL – Paper 1 & 2
26 Aug 2025	Science & Fdn Science
27 Aug 2025	Higher MTL – Paper 1 & 2

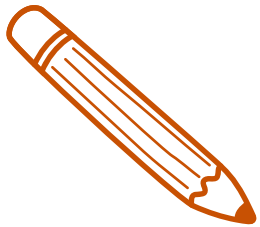
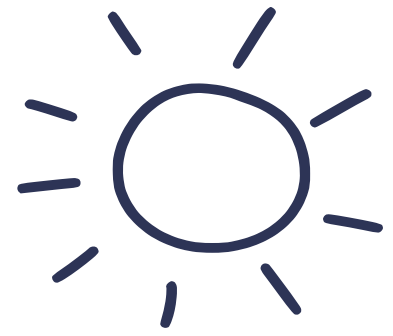
# 2025 PSLE EXAMINATION CALENDAR (TENTATIVE)

Registration	Date
School Candidates	Wednesday, 09 April – Wednesday, 23 April
Mode of Assessment	
Oral	Wednesday, 13 August and Thursday, 14 August
Listening Comprehension	Tuesday, 16 September
Written Examination	Thursday, 25 September – Friday, 26 September Monday, 29 September – Wednesday, 1 October
Marking Exercise	Monday, 13 October – Wednesday, 15 October

<https://www.seab.gov.sg/psle/>

Note: The examination timetable will be made available by 14 February 2025.

# Good Cyber Habits Begins at Home





# Did you know?

67% of children aged seven to nine in Singapore use smartphones every day, and are active on social media

DEVICES USED DAILY BY CHILDREN (%)

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
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

Source: The Straits Times, 7 Feb 2021

Age when they started using social media

Current age/ Starting age	Overall	Age 7 to 9 years old	Age 10 to 12 years old	Age 13 to 16 years old
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%	NA	24%	40%
13-16 years old	5%	NA	NA	14%

## Parents may not be aware of the online risks

Parents might not be aware, but...

1 in 3 children has chatted with strangers online

1 in 3 children has been exposed to pornographic materials

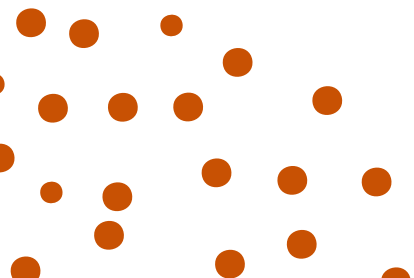
1 in 4 children has overshared their personal information

Source: MLC-TOUCH Parent Child Poll Findings, 22 Aug 2023



# Use of Social Media

- 1) While social media has strong benefits in building social connections, providing access to information and a space for self-expression, we should also note the potential exposure, and excessive and problematic use. These include harms from content, harms of social media among children and adolescents.
- 2) **Students should not use social media** and must follow age restrictions of social media platforms.
- 3) Parents should note minimum age requirements for using social media and provide close supervision.



Most social media platforms **require users to be aged 13 years and above**.

While social media platforms allow people to connect with others, **constant exposure to social media content** can make us feel **anxious or overwhelmed**. It is important for **social media users to be mature enough** to navigate such feelings when using these platforms.

Maturity can be assessed by observing your child's ability to

- make responsible decisions to keep themselves safe online.
- manage the pressures and feelings that come with social media use.
- control impulses.


Therefore, **have open conversations** with them on the risks of social media, and why they cannot access social media as they are not of age.

 Navigating the Digital Age



### Social Media: Is Your Child Ready for It?

While social media platforms allow people to connect with others, constant exposure to social media content can make us feel anxious or overwhelmed. It is important for social media users to be mature enough to navigate such feelings when using these platforms. Most social media platforms require users to be aged 13 years and above. However, is age the only consideration in determining if your child is ready?





**The maturity of your child is also an important consideration to determine their readiness for social media.**

Maturity can be assessed by observing the following:

- Their ability to make responsible decisions to keep themselves safe online.
- Their ability to manage the pressures and feelings that come with social media use.
- Their ability to control impulses.

Although your child may pick up skills to use social media quickly, they may not fully understand how to use complicated online safety tools and settings. They may also not understand how the platforms' safety features work.

#### Things You Can Do

Before allowing your child access to social media, have open conversations with them on the risks of social media and establish clear ground rules on how to keep themselves safe when using it. Here are some suggested topics:

- What are some potential dangers of oversharing personal information?
- What does healthy social media use look like?
- How do we keep ourselves safe on social media?
- What are some ground rules we can establish as a family?

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 **you've got this!**

# How can parents help their child develop good digital habits?

- 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.
- Here are some ways:
  - **Role model good digital habits** for your child/ward (e.g. parents/guardians not using devices during mealtimes).
  - **Have regular conversations with your child** to better understand what they do online, how to stay safe and how to use technology in a responsible manner.

 Navigating the Digital Age

Page 1 of 2



## Helping Your Child Manage Device Use & Stay Safe Online





### Develop a Family Screen Use Plan

- A family screen use plan consists of screen use rules, their consequences and screen-free activities that the family can engage in.
- As a family, create your screen use rules by discussing and agreeing on expectations of screen use and the consequences of breaking these rules clearly.

Your screen use rules can include:

 Device-free times and places

 Time limit for devices

  - "What are some suggestions on when and where devices should not be used?"
  - "What should we do if we break our agreement?"
- Decide as a family what screen-free activities you want to engage in, like going outdoors, playing sports or playing board games together.
  - "What screen-free activities do you think we can do together?"
- Engaging your child in the process of creating screen use rules and inviting them to suggest activities to do together helps increase their ownership of the whole family screen use plan.
  - "What do you think of our screen use rules?"



### Role Model Behaviours and Have Open Conversations

- Be consistent in role modelling positive screen use behaviours and habits.
- Engage your child in open conversations about their online activities, how to navigate the online space and its associated challenges. For example:
  - State observation: "I noticed you have been spending a lot of time on your device."
  - Ask open-ended questions: "What do you usually do on your device?"



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# How can parents better support their child's digital habits?

## Achieving balanced screen time

- **Screen time** refers to the amount of time spent using devices each day. Having some screen time can be beneficial, such as when your child uses devices to learn and connect with others.
- However, it is important to be aware that **spending an excessive amount of time using devices is unhealthy**, as it is associated with insufficient good quality sleep, sedentary behaviours, increased obesity, and poorer mental health and well-being.
- **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**.

# How can parents better support their child's digital habits?

## Using parental controls to manage device use and stay safe online

- **Parental controls** refer to a group of settings that put you **in control of what your child can see and do on a device or online**.
- Such controls can allow you to **supervise and monitor your child's online activities and protect them** from inappropriate content, online sexual grooming, cyberbullying and other online risks.
- Parental control settings can be used to **monitor and limit screen time** as agreed with the child.

Scan QR code to download the Ministry of Health's Guidance on Screen Use in Children for more information.





# How can parents better communicate with their child on digital habits and matters?

<b>Providing a safe space for conversations</b>	<ul style="list-style-type: none"><li>• It can be challenging to grapple with uncomfortable feelings and negative thoughts.</li><li>• Children may hesitate to share their true thoughts and feelings with their parents, as they may fear being judged or misunderstood.</li><li>• <b>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.</b></li></ul>
<b>Role modelling respectful conversations</b>	<ul style="list-style-type: none"><li>• When your child learns to engage in respectful conversations, they become a better communicator and friend.</li><li>• <b>Parents are in the best position to role model these skills</b> through daily interactions with your child.</li><li>• <b>Listen to understand</b>, instead of listening in order to give advice and offer solutions.</li></ul>
<b>Have regular and open conversations</b>	<ul style="list-style-type: none"><li>• <b>Have regular conversations</b> to better understand what your child does online.<ul style="list-style-type: none"><li>• Is it school work or are they engaging in recreational activities?</li><li>• For example:<ul style="list-style-type: none"><li>• State observation: “I noticed you have been spending a lot of time on your device.”</li><li>• Ask open-ended questions: “What do you usually do on your device?”</li></ul></li></ul></li><li>• <b>Communicate your actions and rationale.</b> Let your child know you care for them and want them to be safe online.</li></ul>



# School's Cyber Wellness programmes

- Spiral approach with age-appropriate content

School Focus	P1	P2	P3	P4	P5	P6	Tips for Parents
Cyber Use	✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> <li>• Talk to your child about what they feel is an appropriate amount of time to spend on their digital devices per day.</li> <li>• Encourage your child to participate in outdoor activities instead of imposing a ban on device usage. Help them achieve it by scheduling these activities and doing it together with them.</li> </ul>
Cyber Identity	✓	✓	✓	✓	✓	✓	<p>Here are some ways your child can be kind in their online interactions:</p> <ul style="list-style-type: none"> <li>• Focus on the positive, not the negative</li> <li>• THINK before sharing</li> <li>• Respect other users' privacy</li> <li>• Practice empathy</li> </ul>
Cyber Relationships	✓	✓	✓	✓	✓	✓	<p>You may not always know if your child is being bullied online, but you can give them some pointers to help them deal with cyber bullying:</p> <ul style="list-style-type: none"> <li>• Stop what you are doing if you feel uncomfortable</li> <li>• Block all lines of communications with the cyber bully</li> <li>• Save all offensive and hateful messages</li> <li>• Tell a trusted adult</li> <li>• Report the case</li> </ul>
							Use "S.U.R.E." to teach your child not to believe everything they read online:
Cyber Citizenship			✓	✓	✓	✓	<ul style="list-style-type: none"> <li>• Source: Look at its origin. Is it trustworthy?</li> <li>• Understand: Know what you're reading by searching for clarity.</li> <li>• Research: Dig deeper and go beyond the initial source.</li> <li>• Evaluate: Find the balance and exercise fair judgement.</li> </ul>
Cyber Ethics					✓	✓	Encourage your child to leave positive reviews, compliments, and share uplifting content – remind your child that the internet is not just for ranting

Handbook  
page 27-30

# CCE (FTGP) lessons

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


- **Importance of cybersecurity**

- Identify inappropriate online content or people with malicious intent
- Protect oneself from phishing, spam, scams and hacking

- **How to verify online falsehoods**

- What is online falsehoods?
- Use S.U.R.E. to verify information online

- **Be a positive peer influence online**

- Speak up and stand for what is right regardless of peer pressure
  - Seeking help from trusted adults/sources when needed
- 

# CCE (FTGP) lessons

## ● Digital Footprints

- What are digital footprints
  - Manage one's digital footprints
  - Maintain a positive online presence
  - Review privacy setting
- Parents are strongly encouraged to participate in the “**Family Time**” activities in the CCE (FTGP) Journal with your children to reinforce the key cyber wellness messages at home.

# What other Cyber Wellness programmes do we have for our students?

- **Screen-free weekend activities**  
(once a term in Feb, Apr, Aug and Oct)
- **Sharing by Cyber Wellness Ambassadors** (twice a term)
- **Recess activities to promote Cyber Wellness** (once a semester)
- **Cyber Wellness clinic** (on going)

## Charity Event



I attended a Heartwarmers Charity Event with my family providing subsidised groceries to lower income fellow Singaporeans.

Keaden Goh  
P2D

## Trip to Goat Farm



I had a fun time feeding the goats with my sister.

Name: Mikaela Ong  
Class: 3E

## Durian trip



Happy with family's going to grandfather Durian garden collection experience.

Name: Lim Hong Ze  
Class: 1A ( Attentive )  
School: sengkang green primary

## Isabella Lau 3 Brave



Attended a Miniverse workshop with my brother to make a banana strawberry smoothie at Toy R Us!

## P1C (Bryan Ng) - a day trip to Jewel Changi\_Walking Net



The walking net is hanging above ~6 storey high, Bryan is able to overcome his height phobia and completed the full course. Proud of him.

## My screen-free weekend (Oliver P2B)



I went to a badminton talent search and we played fun sport games. I also got a free badminton racket and took photo with a National player!



# Additional Resources:

## *Parenting for Wellness*




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

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Keep a lookout for the **Parenting for Wellness website** that will be rolled out in 2025 on Parent Hub (hosted by HPB) for personalised access to the full suite of parenting resources!





# THANK YOU

