

# Citizenship & Character Education (CCE)

## Cyber Wellness

**Mr Jevon See**  
**Subject Head /**  
**Student Well-Being**



**Screen Time**

**Cyber Bullying**

**Mental Health**

# Cyber Wellness

It's more than saying no to devices.

**Gaming Addiction**

**AI**

**Inappropriate content**

# Cyber Wellness

Safe and confident online

Gratitude

Resilience

Accountability

Care

Empathy

Inventive

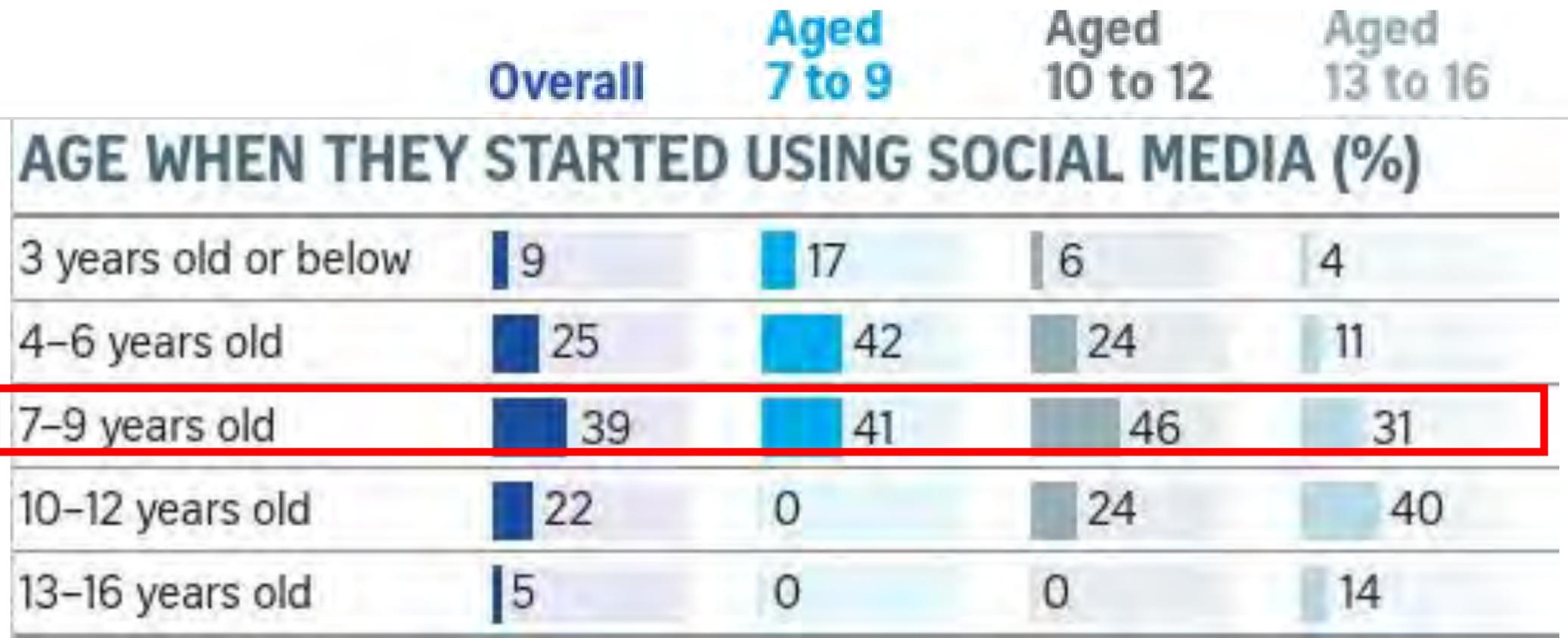
Mindful

Proactive

Adaptable

Collaborative

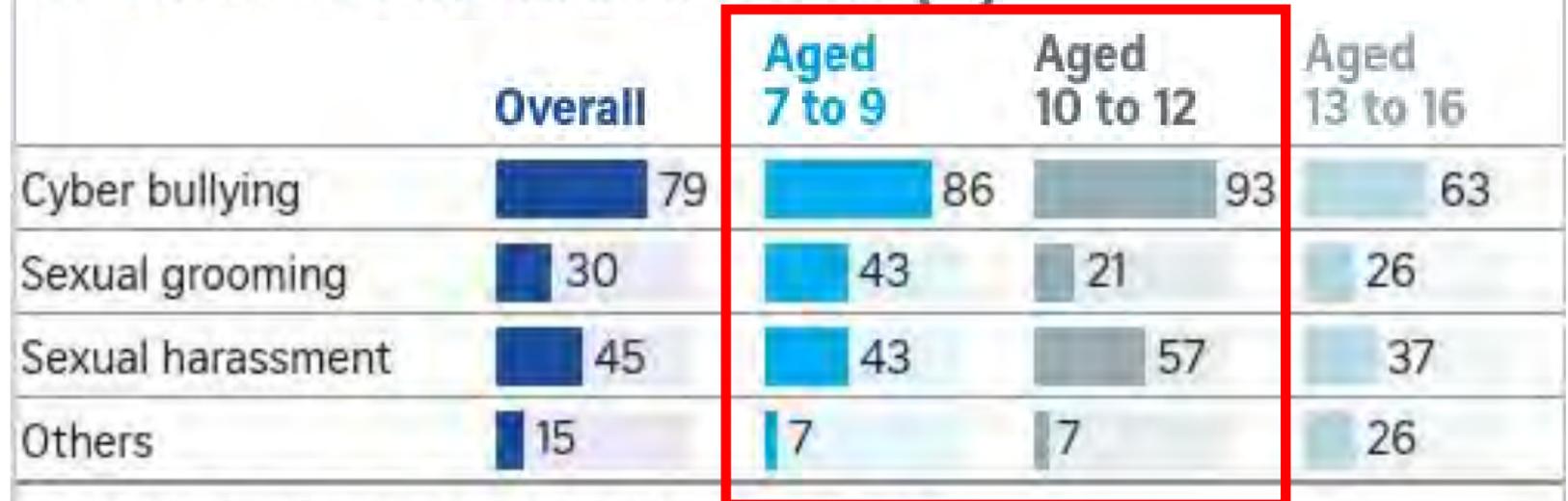
Tenacious



CURRENT REALITY  
**Children are going online from a younger age**

CURRENT REALITY  
**Types and frequency of harmful content our children are exposed to**

**TYPES OF ONLINE HARASSMENT (%)**



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

Source: MILIEU INSIG STRAITS TIMES GRAPHICS

# Did you know?

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

- **At least 13** : WhatsApp, Youtube, Instagram, Roblox etc
- **17+** : Telegram and Discord

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

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

# Whatsapp Groups

BBC

## Children added to 'inappropriate' WhatsApp chat

2 October 2025

Share Save

Esme Ashcroft

Gloucestershire political reporter



Gloucestershire Police is investigating a report related to an image sent in the chat

Hundreds of schoolchildren have been added to a group chat on WhatsApp containing what has been described as "inappropriate and illegal content".

<https://www.bbc.com/news/articles/cn82p2yyg4zo>

The Times

## Police warning over children in violent and racist WhatsApp groups

Police have issued a warning after children as young as nine were added to WhatsApp groups promoting self-harm, sexual violence and racism.

12 Apr 2024

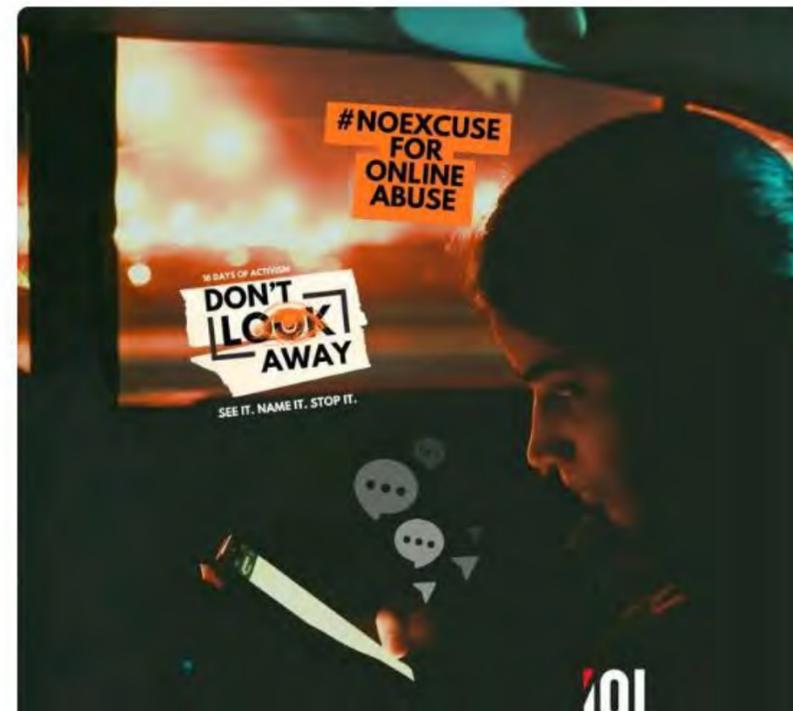


NEWS SOUTH AFRICA

## Don't Look Away | Digital Mobs: How WhatsApp group chats are turning SA teens into online bullies

Wendy Dondolo and Xolile Mtembu | Published 1 month ago

5min



Digital group chats, once harmless spaces for school chatter and memes, are increasingly becoming breeding grounds for coordinated online harassment among South African teens.

<https://iol.co.za/news/south-africa/2025-12-06-dont-look-away--digital-mobs-how-whatsapp-group-chats-are-turning-sa-teens-into-online-bullies/>

# Youtube Shorts, Tik Tok, Facebook/Instagram Reels

Source: Times of India  
<https://timesofindia.indiatimes.com/city/vadodara/gen-z-watches-450-reels-in-three-hrs-daily/articleshow/100459311.cms?from=mdr>

## REEL DANGERS

Representative pic



- On average, students watch around 360-480 reels in 1.5-2 hours daily

- Short videos consume 40-60% of students' daily screen time

- Lack of concentration, poor sleep & memory affecting academics

- 65% of students suffer from guilt, sadness

- Majority cannot recall what they saw last

- 75% of students spend less time with friends, family

- 65% have given up physical activity

The study revealed this generation spends nearly three hours every day just watching short videos on social media platforms including free video-sharing apps.

# What is Cyber Wellness?

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

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

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

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

## Resources

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



<https://go.gov.sg/11100-cw-education>

# Primary 1 and 2

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

## **Basic online safety rules**

- Talking to only people you know

## **Cyber Contacts**

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

## **Importance of a balanced lifestyle**

- Especially in exercise, sleep and screen time for health and well-being

## **Protecting personal information**

- Understand the risks of disclosing personal information

# Assembly Sharing and Recess Activities

## In-house Cyber Wellness Lessons



P2

What is the Internet  
Dangers of Internet

Managing  
Technology Dangers  
and Life

Expression on the  
Internet (Netiquette)



# Engaging parents for a home-school collaboration



## Family Chat Time!

Share with your family members:

- What are the safety rules I must follow to keep myself safe online?
- What do I know about tricky people?

My child/ward knows how to keep safe in the cyberworld!

\_\_\_\_\_  
Parent's / Guardian's signature



Parents Gateway  
Announcement  
Termly Chat with  
your Child after our  
in-house curriculum  
lessons

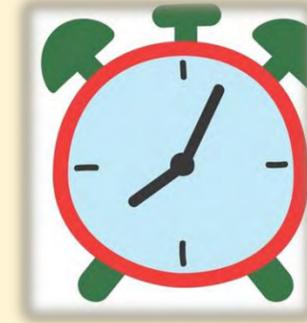
**Chat with your P5 child:  
Cyber Wellness In-house  
Lesson - Term 2 Session 3**

25 MAY 2022, 6:05PM • SEE CHONG YUAN  
JEVON



# Suggestions

- **Role-model** positive behaviour and habits



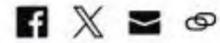
- Engage your children (**spend quality time**) and **cultivate** other hobbies such as reading, hands-on activities e.g. PE (exercising), Art, Music



# Children are more likely to succeed if they live in this type of environment

By Megan Marples, CNN

🕒 4 minute read · Published 7:50 AM EDT, Fri May 20, 2022



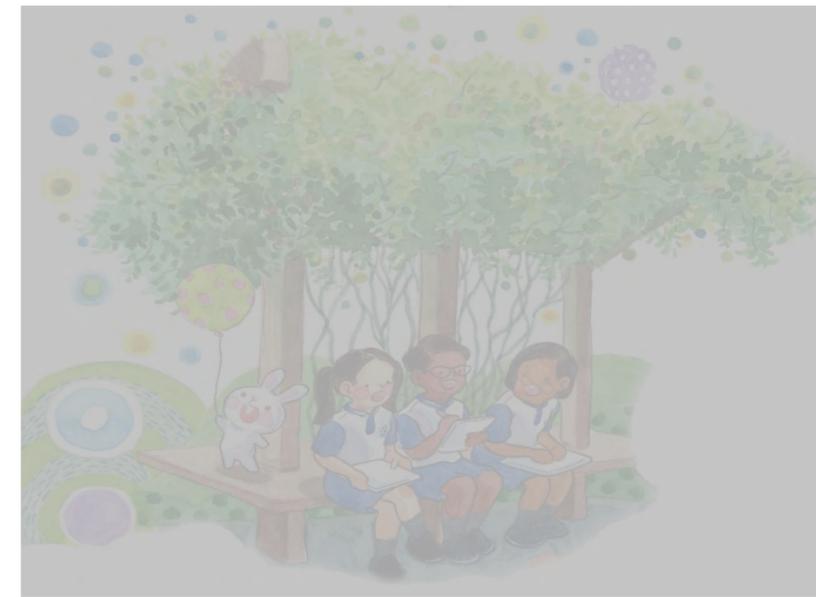
Kids flourish when they have strong family connections, which can be strengthened around the dinner table. The Good Brigade/Digital Vision/Getty Images

**(CNN)** — Children with strong family connections are associated with a high likelihood of flourishing in life, a new study found.

Source: CNN <https://edition.cnn.com/2022/05/20/health/family-connections-flourish-parenting-study-wellness/index.html>

## CNN

— Children with strong family connections are associated with a high likelihood of flourishing in life, a new study found.



# Additional Resources:

## *Parenting for Wellness*



FOR MORE BITE-SIZED, PRACTICAL TIPS AND STRATEGIES ON BUILDING STRONG PARENT-CHILD RELATIONSHIPS, SUPPORTING YOUR CHILD'S MENTAL WELL-BEING AND PARENTING IN THE DIGITAL AGE, SCAN THE QR CODE ABOVE TO DOWNLOAD A COPY OF THE **PARENTING FOR WELLNESS TOOLBOX FOR PARENTS**.

Scan here to access the PFW Toolbox for Parents:



YOU CAN ALSO ACCESS THE **PARENTING FOR WELLNESS WEBSITE** ON PARENT HUB (HOSTED BY HPB) FOR PERSONALISED ACCESS TO THE FULL CONTENT!

<https://go.gov.sg/pfw-all-summaries-modules>

## *Positive Use Guide on Technology and Social Media*

Scan here to access the Positive Use Guide:



THE **POSITIVE USE GUIDE ON TECHNOLOGY AND SOCIAL MEDIA** DRAWS ON RESEARCH TO SUPPORT FAMILIES AS THEY NAVIGATE THE DIGITAL LANDSCAPE TOGETHER. IT OFFERS STRATEGIES FOR BALANCED SCREEN TIME, HOW TO BUILD HEALTHIER DIGITAL HABITS AND PROVIDES TOOLS LIKE SELF-CHECK WORKSHEETS AND CURATED RESOURCES. SCAN THE QR CODE ON THE LEFT TO ACCESS THE GUIDE ON THE DIGITAL FOR LIFE WEBSITE.

<https://go.gov.sg/positive-use-guide>

### Positive Use Guide

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



# Compilation of Useful Resources

You can access all digital parenting resources shared throughout this slide deck by scanning this QR code or click [here!](#)

**Resources** on tips and strategies to support your child when they might be a cyberbully are available at the end of the presentation.

These resources focus on:

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



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

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



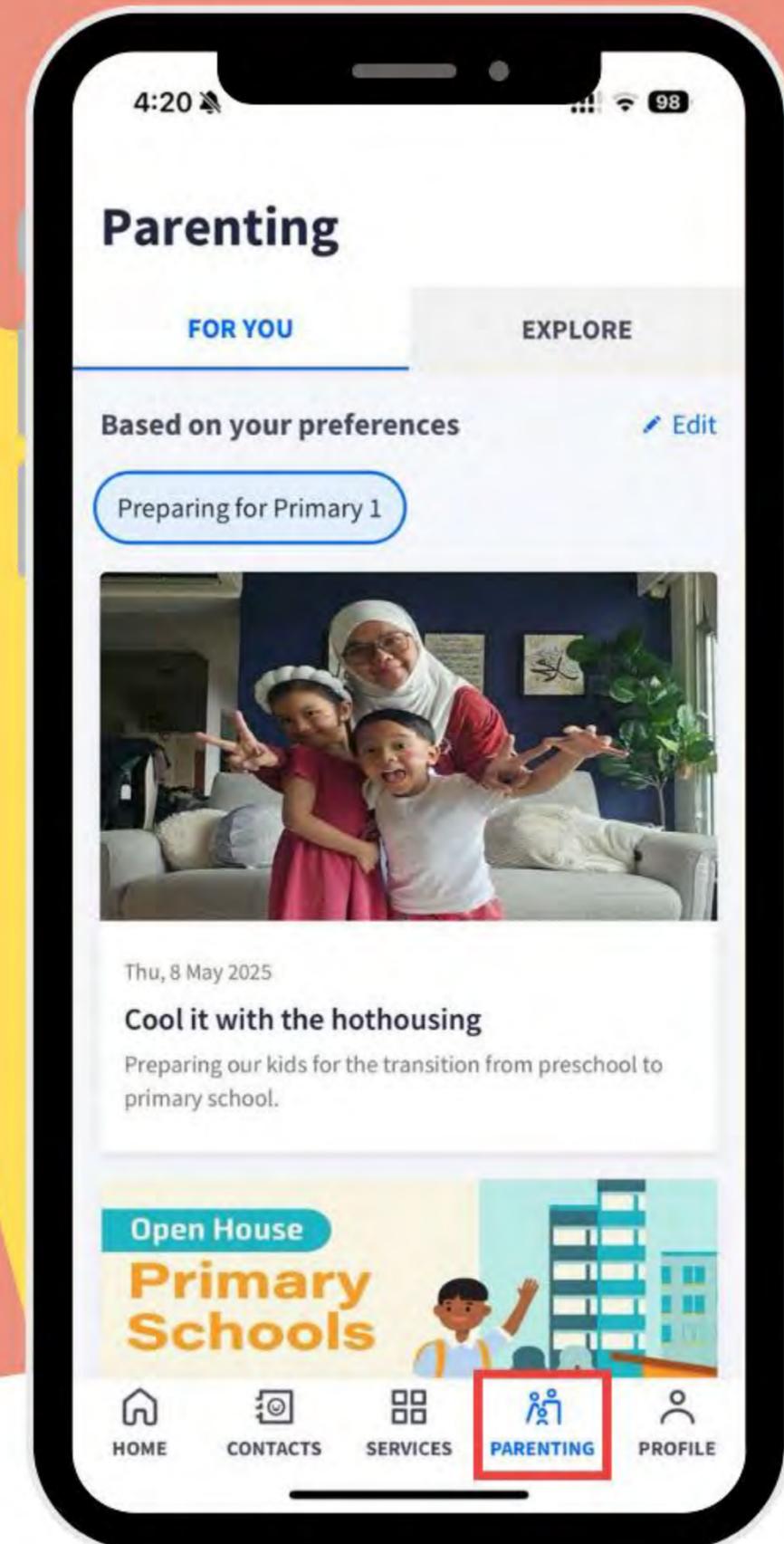


# Parenting Resources on Parents Gateway (PG)



Discover rich and customisable parenting resources on topics such as preparing for Primary 1, forging parent-child relationships and education pathways.

<https://go.gov.sg/pg-app-schoolbag>





# Begin your parenting journey with us

[@parentingwith.moesg](https://www.instagram.com/parentingwith.moesg)

Follow us on Instagram for bite-sized and actionable parenting tips to tackle the everyday demands of parenting.



# THANK YOU!

Give us your feedback



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

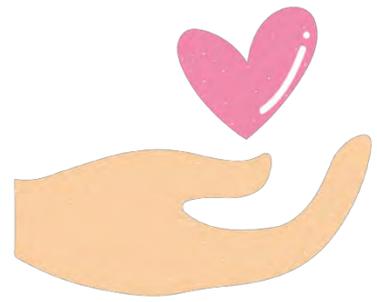
If you require a response regarding Cyber Wellness issue, you may email me at

[see\\_chong\\_yuan\\_jevon@moe.edu.sg](mailto:see_chong_yuan_jevon@moe.edu.sg)

# Understanding Mental Health and Well-Being

**Mdm Thana**  
**Year Head**  
**Lower Primary**





## What is Mental Health?

**Good mental health is more than just the absence of mental illness.**

It refers to a state of well-being where we **realise our potential** and can **cope with the varying emotions and normal stresses** that we all experience in our daily lives.

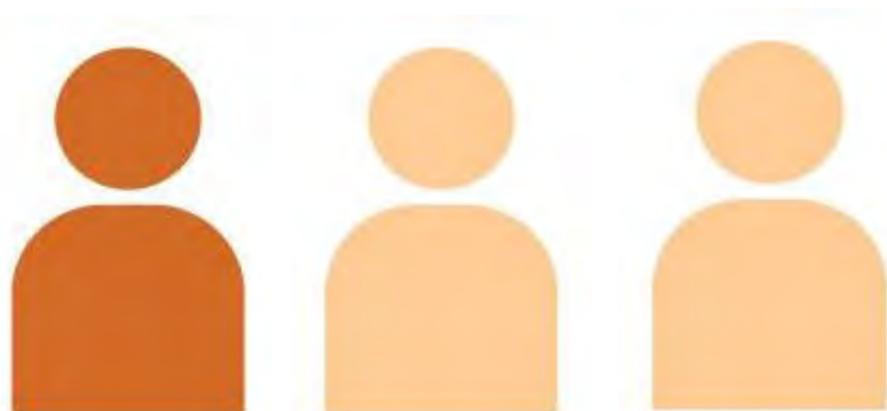
# **Why Should We Be Concerned About Our Children's Mental Health?**

# Did you know?



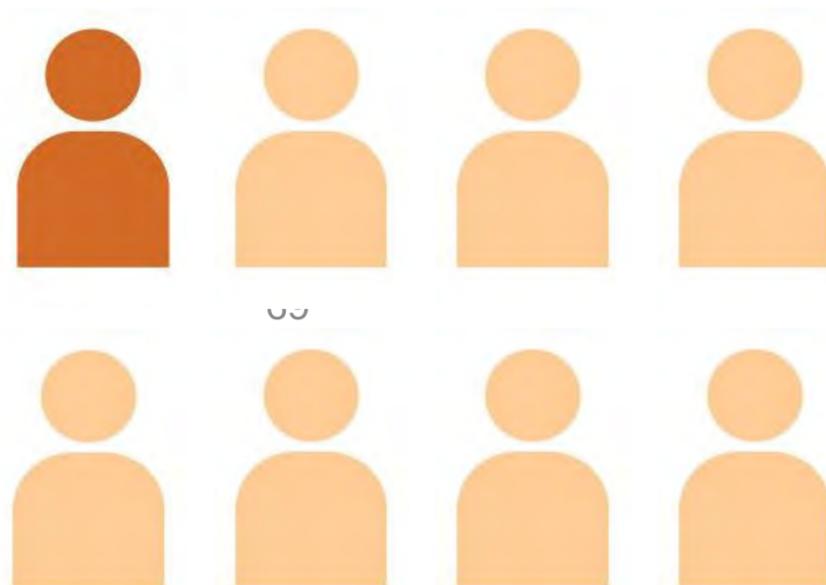
## Singapore Youth Epidemiology and Resilience Study (2023)\*

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



<sup>+</sup> based on self-reporting scores

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



Common mental health conditions experienced by children and youth include:



**Generalised Anxiety Disorder**  
(2.75% of those diagnosed)



**Major Depressive Disorder**  
(2.37% of those diagnosed)

Graphics Source: Parenting for Wellness Toolbox

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

## Did you know?



**Tinkle  
Friend**

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

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

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

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

# What Will Your Child Learn in School?

71

\*Character and Citizenship Education (Form Teacher Guidance Period)

# Primary 1 and 2

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

## Managing Thoughts, Feelings & Behaviour

- Understanding and managing emotions

## Strengthening Sense of Self & Purpose

- Identifying and strengthening personal character traits
- Building confidence and self-awareness

## Building Positive Relationships

- Developing empathy and care for others
- Embracing diversity and accepting differences

## Overcoming Challenges; Managing Changes and Transitions

- Managing change and new experiences
- Developing coping strategies for various situations

### Managing Disappointment- **Be Positive!**

When we feel disappointed, we can help ourselves feel better by choosing positive thoughts.

Write down what I can **think** or **say** to myself when I feel disappointed.



Taken from P2 CCE Journal P.8



An example of a lesson in guiding pupils to manage their emotions.

Parents can share their own experiences to model positive ways of managing emotions.

# Extending CCE beyond school

## Explore the Mental Well-being messages with your child

Every child will have a **CCE (FTGP) Journal**.

We encourage parents to participate in the “**Family Time**” activities inside the journal with your child to reinforce their learning.

### An example of a Family Time Activity taken from the P2 CCE Journal (P.12)



1 Share with your parent/guardian about times when you felt anxious. Invite him/her to share his/her experiences too.

Have you and your parent/guardian experienced anxiety in any of the following situations?	Put a tick (✓) in the relevant boxes.	
	You	Your Parent / Guardian
We did something for the first time e.g. performed on stage.		
We took a test or examination.		
We went for an injection.		
Any other situation: _____ _____		

2 Choose one situation when both of you experienced anxiety. Find out if both of you felt and reacted in the same way. Tick (✓) the relevant boxes.

We felt the same way in our bodies e.g. our hearts beat faster.	
We reacted in the same way e.g. we kept away from others.	

**We did this together!**

\_\_\_\_\_  
Parent's / Guardian's signature

# Parent's Signature

## Growing My Character Strengths

Date: 19/01/2026

3

## My Action Plan

The 'ladder' sentences show ways to practise and grow your character strengths. Choose one to practise this week.

I want to grow my character strength of:



This is how I will practise growing this character strength:  
by learning more  
riddles and jokes



**Family Chat Time!**  
I can play the 'Character Strengths Snakes and Ladders' game with my family and talk about our character strengths.

**We played the game together!**  
  
Parent's / Guardian's signature

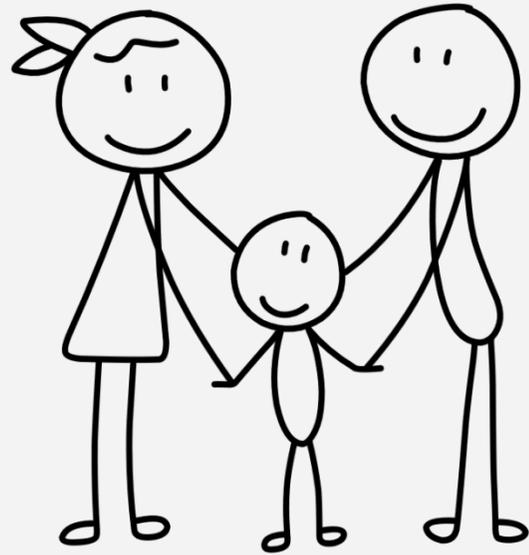
**A Note to Parents/Guardians:**

Find tips for building character strengths in your child/ward. Refer to the 'Character Strength' poster on page 8.

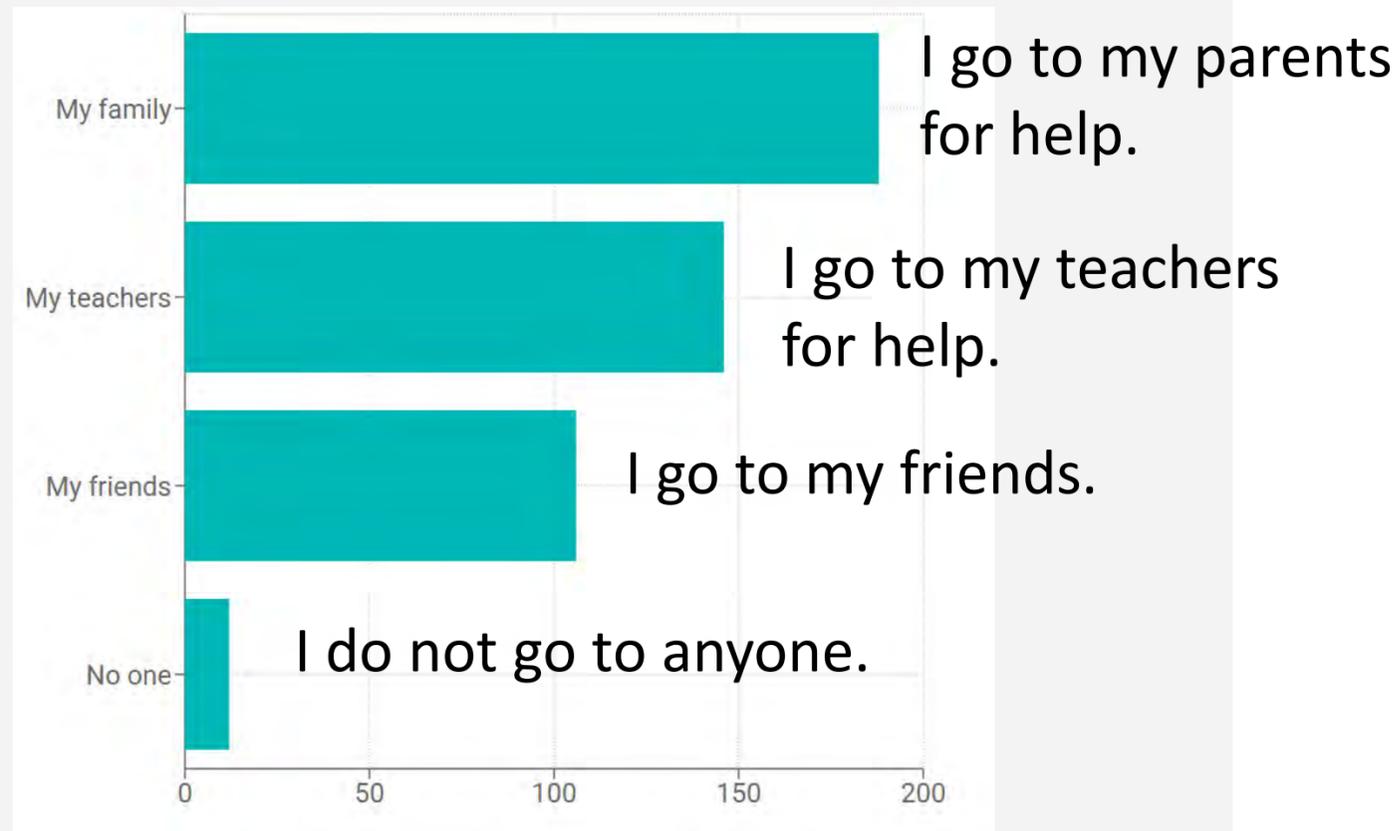


<https://go.gov.sg/p2tgp-resilienceboosters>

# **The Crucial Role of Parents**



**Parents** are a predominant source of support for their child.



## Importance of Family Support

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

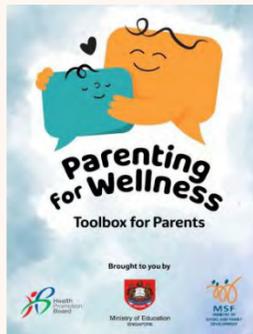
# Did You Know?

## *The Difference between Stress and Distress*



# How can you support your child?

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



Scan the QR Code to read more about stress vs distress in the Parenting for Wellness toolbox. The full toolbox is available at the end of the presentation.

A stress gauge at the top is a semi-circle divided into green, yellow, and red sections, with a black needle pointing towards the red section. Below the gauge are illustrations of two boys sitting on a red bench, one looking stressed, and a girl lying down with her head on her hand, appearing sad or tired.

**ARE YOU FEELING TOO MUCH STRESS?**

**We can LOOK out for:**

- L**oss of interest in hobbies
- O**verly tired, sad, worried or upset
- O**ften posting moody messages or talking about hurting yourself
- K**eeping away from people you are usually close to, or being quieter than usual

If you observe that your child may be struggling or showing signs of needing more support, you may use **C.H.E.E.R** to guide your conversations and support your child.



Scan the QR Code to read an example in the Parenting for Wellness toolkit, of how CHEER can be used. The full toolbox is available at the end of the presentation.

79

An infographic on a light blue background illustrating the CHEER acronym. It consists of five rows, each with a circular icon and a corresponding text label. 1. A blue circle with a smiling face icon, labeled 'Calm them down'. 2. A blue circle with an ear icon, labeled 'Hear them out'. 3. A blue circle with two hands holding a heart icon, labeled 'Empathise with their feelings'. 4. A blue circle with a hand holding a heart icon, labeled 'Encourage them to seek help'. 5. A blue circle with two hands clasped icon, labeled 'Reassure them'.

**C**alm them down

**H**ear them out

**E**mpathise with their feelings

**E**ncourage them to seek help

**R**eassure them

Source: Parenting For Wellness Toolkit

# HIGHER MOTHER TONGUE CURRICULUM IN MID LEVELS (P3 & P4)

**Mr Yeo Chee Wee**  
**Head of Department**  
**Mother Tongue Language**

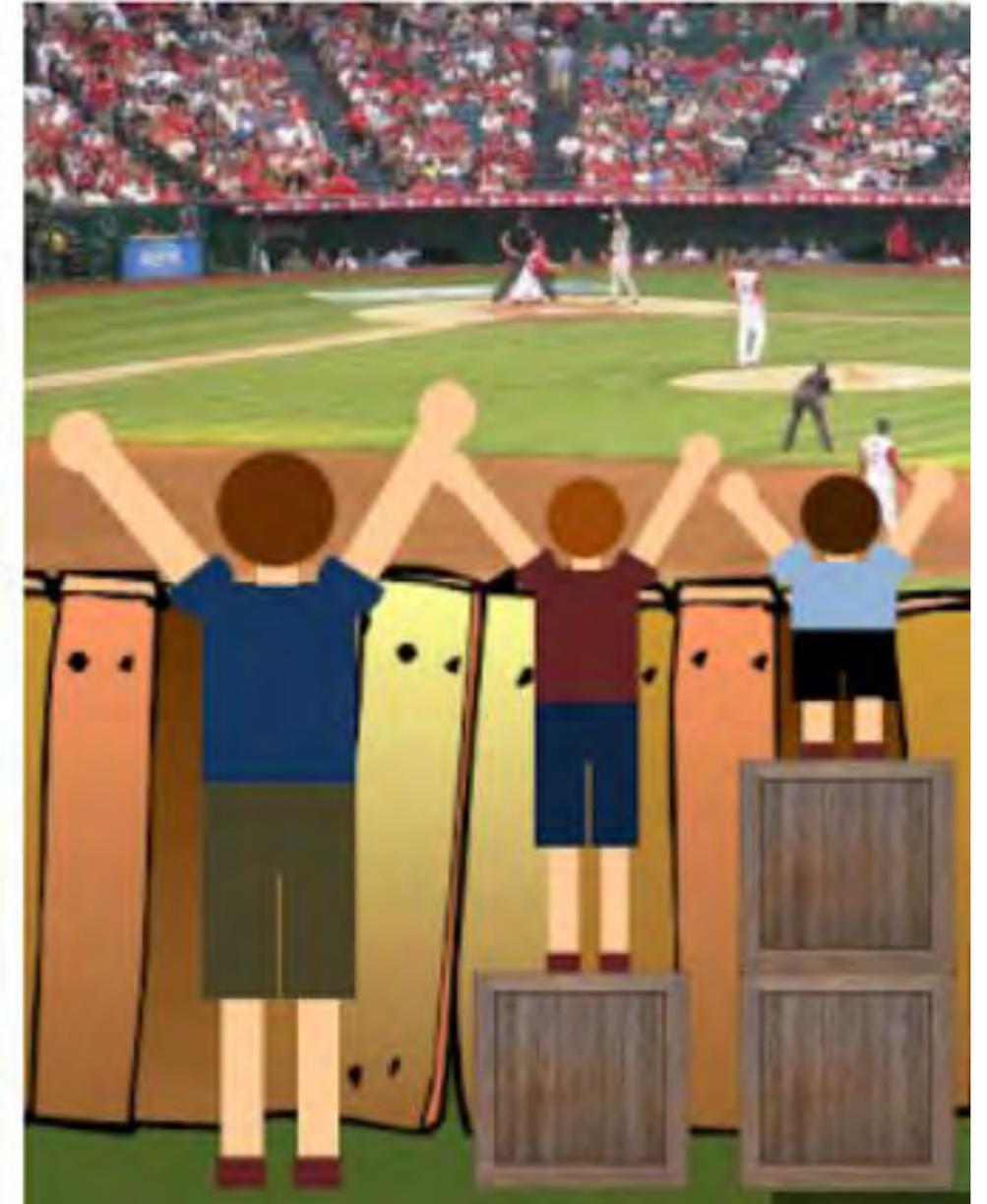




# AGENDA

- Intent of HMTL
- Key Features
- Key Considerations
- Identification Process
- Common Questions

# Intent of HMTL: Differentiated needs of learners





- Using of HMTL Textbooks

- Focus of Teaching

- Enhanced Cultural Content

- Extended Curriculum Hour

# Extended Curriculum Hour

- One hour every week
- 2.00pm - 3.00pm
- As one additional hour of lessons will be inserted into the curriculum, students need to make alternative arrangements if the lessons clash with his/her afternoon activities.





# Key Considerations

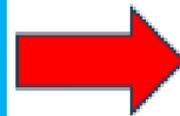
- **Strong in Language Foundation**
- Not only Listening and Speaking but also Writing and Word Recognition (daily observations by teachers)
- **Learning Behaviours and Attitude**
  - Submitting homework on time
  - Participating actively in class activities
  - Handing in quality assignments
  - Showing interest in the subject
- **Abilities to Cope**
  - New Subject – Science
  - CCA



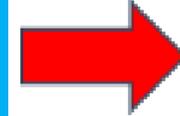
# Identification Process



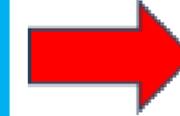
1<sup>st</sup> meeting -  
Calibration  
(End of term 2)



2<sup>nd</sup> meeting -  
Discussion  
(End of term 3)



3<sup>rd</sup> meeting -  
Finalisation  
(End of term 4)



Letter to be  
issued  
(End of term 4)

# COMMON QUESTIONS

- 1) Our family speaks MTL at home, my child is able to speak his MTL very well, he should be able to cope
- 2) Will My Child be disadvantaged if he DOES NOT take hmtl
- 3) Can my child take HTML in future if he is not offered this year?

# **Grow Well SG P2 CCA Fair**

**Mr Muhammad A'srie  
Head of Department  
PE and CCA**



**Grow Well SG is a multi-agency national health promotion strategy that focuses on early intervention in five key areas to shape healthy habits from young**

1

### **Being Active**



Encouraging regular physical activity to boost energy levels and overall fitness

2

### **Eating Healthy**



Promoting balanced nutrition to fuel your child's growth and development

3

### **Limiting Screen Use**



Managing digital exposure to foster mental and physical health

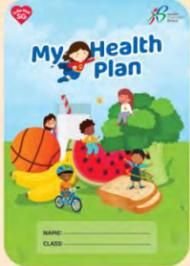
4

### **Getting Enough Sleep**



Ensuring adequate rest to support learning and daily functioning

# Summary of resources for Parents & Child

Resources	Timeframe	Remarks
<p><u>Lifestyle questionnaire</u> and consent form</p>	<p>At the beginning of the year</p>	<p>Sent through schools via Parents Gateway</p>
<p>1. Health Plan Booklet 2. Starter's Kit</p> 	<p>At the end of the school's health screening exercise</p>	
<p>The Health Plan for their child on HealthHub:</p> <ol style="list-style-type: none"> <li>1. Health screening results</li> <li>2. Vaccination performed (+/-)</li> <li>3. Referrals to SHC/RHS (+/-)</li> <li>4. Lifestyle Prescription</li> </ol>	<p>Available 2 weeks after school's health screening exercise</p>	<p>Available on HealthHub</p> 
<p>Curated content and programmes by HPB which includes those of sleep habits, healthy eating, etc.</p>	<p>Available anytime</p>	<p>Available on Parenting for Wellness website and Parent Hub</p> 

## Parent Hub: 7-12 Years

From pregnancy to raising a teenager, learn the ins and outs of raising a healthy child in this one-stop pregnancy and parenting platform for health information.

CONTRIBUTED BY



Health Promotion Board

# you've got this!



WE'RE  
EXPECTING

0 - 2  
YEARS

3 - 6  
YEARS

7 - 12  
YEARS

TEENS

GROW WELL SG

PARENTING  
FOR WELLNESS

EVENTS

7-12 YEARS

EMOTIONAL HEALTH

HEALTHY EATING

HEALTHY AT SCHOOL

SPARKLY TEETH AND  
EYES

VIEW ALL

BUILDING BONDS



# P2 CCA Fair



**Why should my child join a CCA?**

**How does the school support my child in selecting a CCA?**



# Goals of CCA

Character  
Development



Student  
Wellbeing



Student  
Achievement



Our students have different **interests**,  
**strengths** and **areas to develop**



## Co-Curricular Activities (CCAs)



*Uniformed Groups*

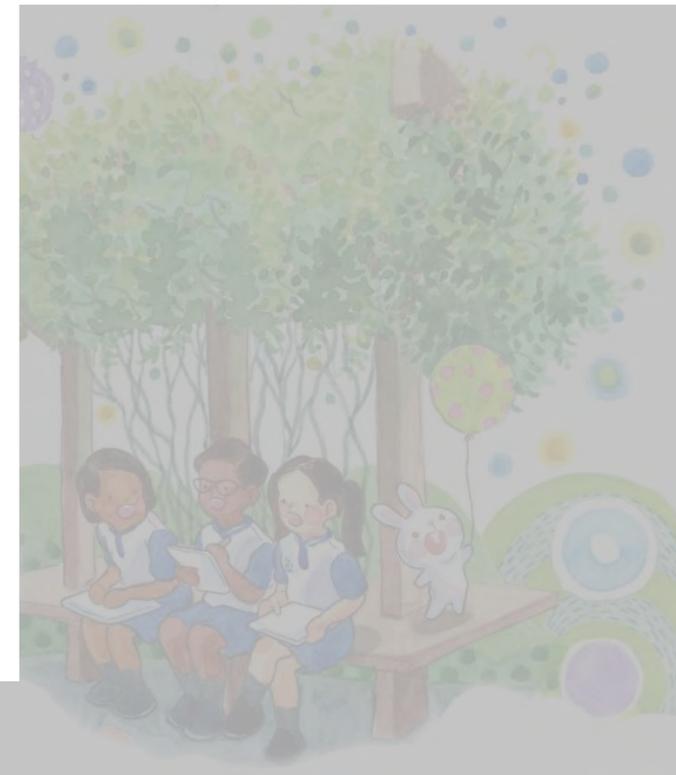


*Visual and  
Performing  
Arts*



*Physical  
Sports*

*Clubs and  
Societies*



# CCA Selection Process (Semester 2)

01

## Preference Survey

Select 3 CCAs from each category

1. Sports
2. Clubs
3. Performing Arts & Uniform Groups

02

## P2 CCA Fair (2 days)

Experience the CCAs that students are allocated to.

Learn about the various CCAs



# CCA Selection Process (Semester 2)

01

## Preference Survey

Select 3 CCAs from each category

1. Sports
2. Clubs
3. Performing Arts & Uniform Groups

02

## P2 CCA Fair (2 days)

Experience the CCAs that students are allocated to

Learn about the various CCAs

03

## CCA selection & Allocation (Term 4)

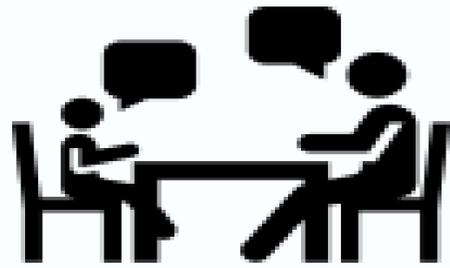
Submit CCA Selection Form - Select 4 CCAs (from any category) that students are open to joining

# How do I help my child?

Interests  
and goals

Being open  
minded

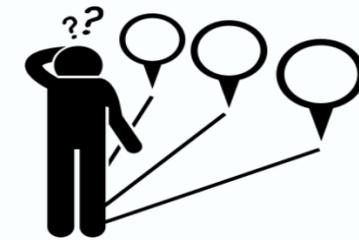
P2 CCA Fair



Motivation



Curiosity



Decision Making

“Your child may be growing more independent each day, but they are never growing alone. We walk this journey together.”

**Thank you for attending  
our briefing session**

