

# Briefing for Parents (Upper Primary)

Thursday, 5 February 2026



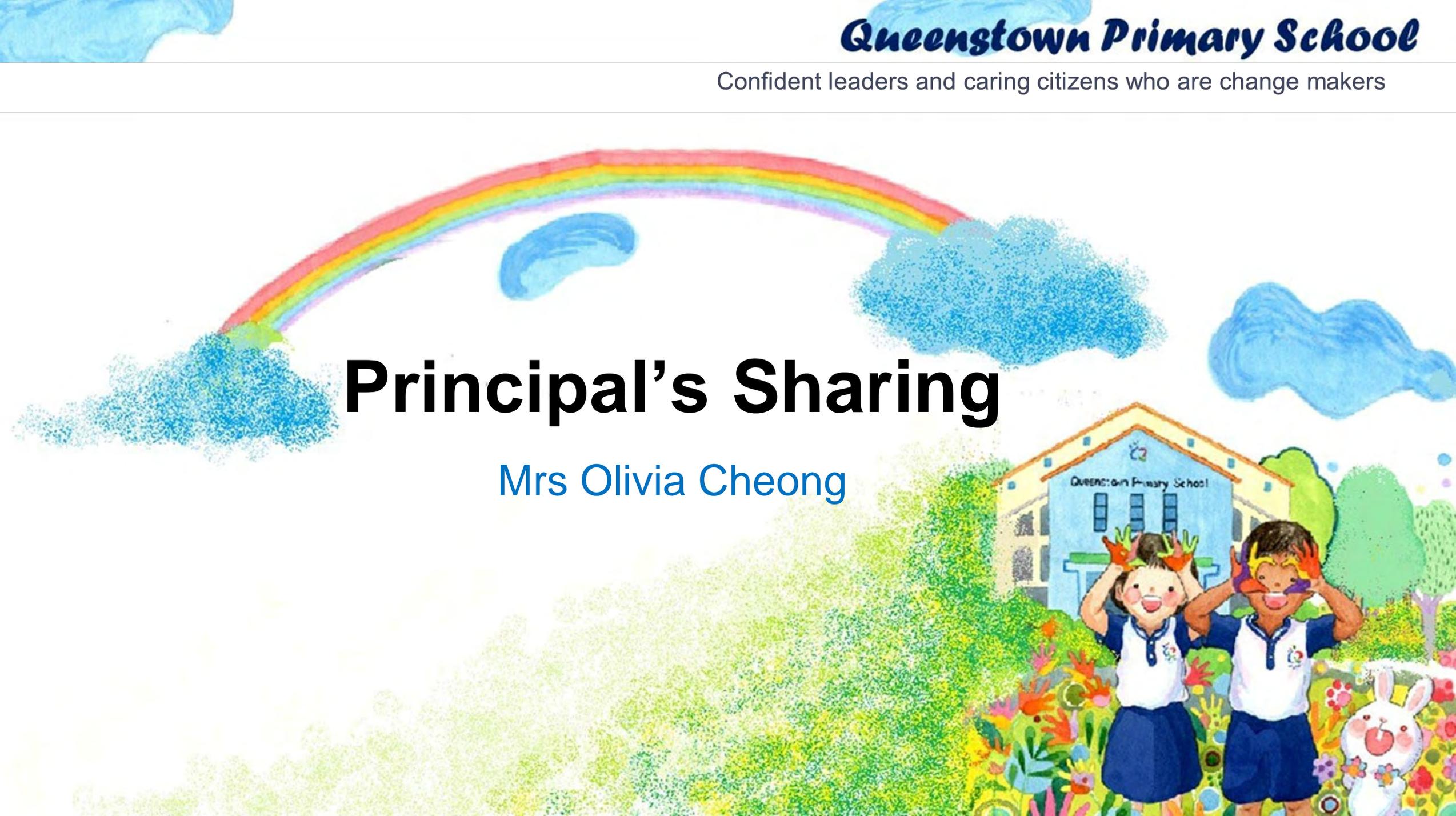
# Programme

- Principal's Address
- Student Development and School-Home Partnership
- CCE Cyber Wellness
- PSLE Scoring, Sec 1 Posting and Direct School Admission
- [P5] Grow Well SG and P5 Camp
- [P5] E-Colours Workshop



# Principal's Sharing

Mrs Olivia Cheong



# **Our Training Philosophy:** Vision, Mission & Values That Guide Us



**Queenstown Primary School**

Confident leaders and caring citizens who are change makers

**School Vision**  
**Confident leaders and**  
**Caring Citizens who are**  
**Change Makers**





# **School Mission**

**A caring learning community  
that nurtures hearts and  
empowers all**



## GRACE Values

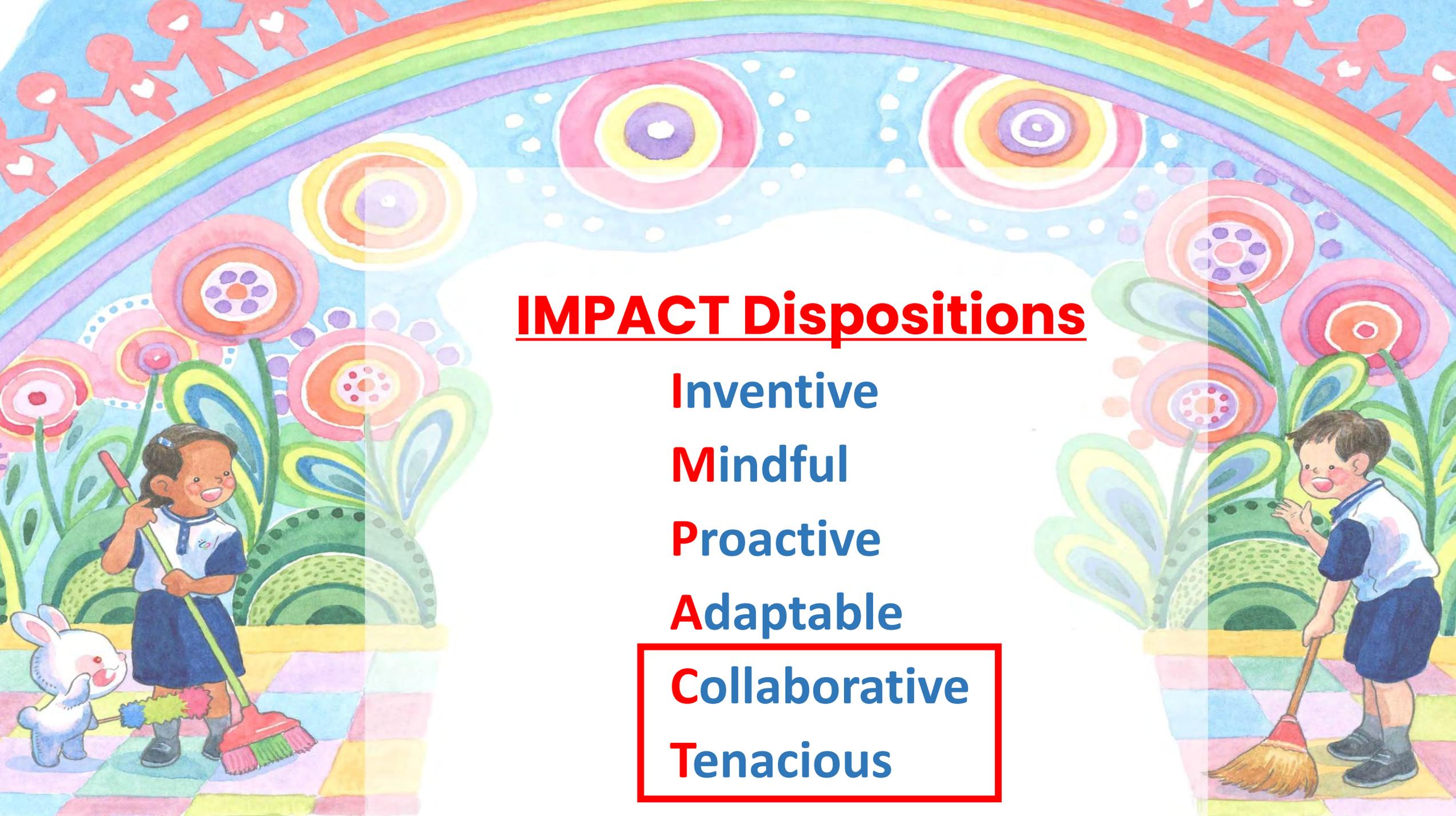
**G**ratITUDE

**R**esilience

**A**ccountability

**C**are

**E**mpathy



## IMPACT Dispositions

Inventive

**M**indful

**P**roactive

**A**daptable

**C**ollaborative

**T**enacious

**All Queenstownners can  
be Change Makers!**

**Live with GRACE**

**Reach with IMPACT**



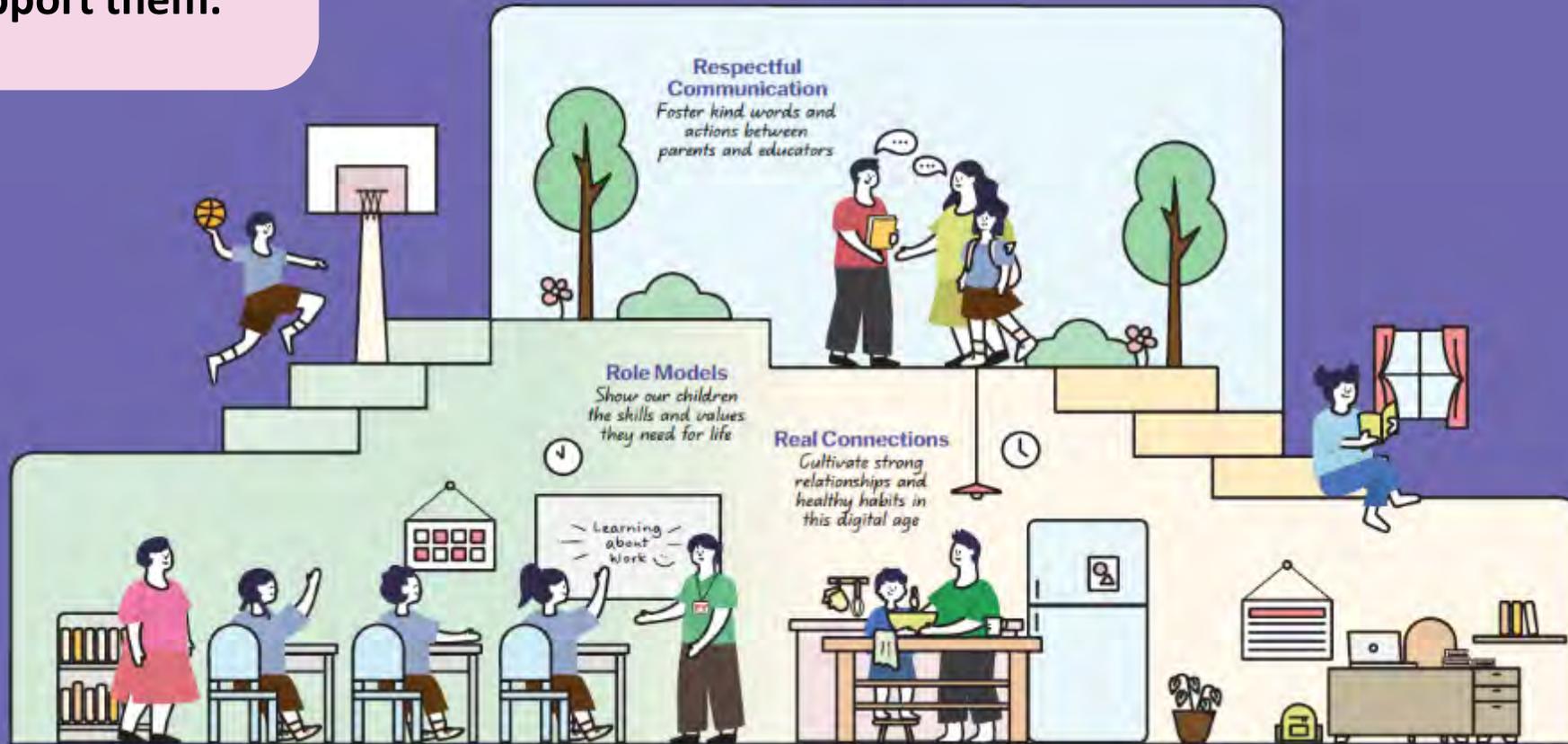
# Running Together: Building Resilience Through Partnership



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

Guidelines for School-Home Partnership

## Raising a Happy, Confident, and Kind Generation Together



# Our Approach to Discipline

- Discipline is an **educative** process to guide students to develop self-management, responsibility, and good character.
- Disciplinary measures help students to **learn that there are consequences** for their inappropriate behaviours and actions and **take responsibility not to repeat their mistakes**.
- We take a positive and pro-active approach to discipline:



- **Promote** a safe and supportive environment and a culture of care.
- **Prevent** challenging behaviours from occurring.



- **Replace** inappropriate behaviour with prosocial, appropriate ones.
- **Restore** relationships with others hurt by their actions.

## A Positive & Proactive Approach to Discipline



- **Address** inappropriate behaviour promptly.
- **Correct** it before it affects students' development and well-being.

# Effective Discipline Requires School-Home-Community Partnership

## Teachers

- Teach **values** and provide opportunities for students to **exercise and reinforce good behaviour in class/CCA/student development experiences**
- Guide students to **manage their behaviour** and **restore affected relationships**
- Work with SDT and Parents to **reinforce desired outcomes**

## Parents

- Provide a **safe, caring and supportive** home environment
- Work with SDT and Teachers to guide their children and **reinforce desired outcomes**

## School Leaders, Student Development Team Key Personnel and Specialised Personnel

- Lead and put in place structures, processes and programmes for effective student management
- Address **underlying needs and issues** to strengthen protective factors and mitigate risk factors
- Work with Teachers and Parents to guide students and **reinforce desired outcomes**

## Peers

- Provide **positive influence and support**
- **Seek help from significant adults** (e.g., school leaders, teachers) if peers need support

## Other community stakeholders

- **Work with schools** to help students learn and grow

Effective Discipline

```
graph TD; Teachers[Teachers] --> Discipline((Effective Discipline)); Parents[Parents] --> Discipline; SchoolLeaders[School Leaders, Student Development Team Key Personnel and Specialised Personnel] --> Discipline; Peers[Peers] --> Discipline; OtherStakeholders[Other community stakeholders] --> Discipline;
```

# What are hurtful behaviours and bullying?

In Singapore, local studies show that verbal/social bullying forms the bulk of the types of bullying experienced in schools and they often start as 'harmless teasing' or leaving someone out but escalate into bullying.



Hence, **we need to take a serious view of all forms of hurtful behaviours and bullying**, starting from once-off insensitive remarks before they become normalised or escalated.

## Hurtful behaviours

Unkind and hurtful acts that include insensitive words/actions, even physical violence.

## Bullying

Happens when a person behaves in a way that hurts someone **repeatedly and on purpose**

# Our Firm Stance on Hurtful Behaviours and Bullying

Any form of hurtful behaviour is **wrong** and **unacceptable**.  
We will take action when informed of such cases.

- We focus on developing a **caring and enabling school environment** by:
  - Strengthening our students' **character and resilience** through CCE lessons and student development experiences, helping them learn relevant social and emotional skills such as empathy, emotion regulation, friendship building
  - Developing **peer support culture** among students
  - Helping our students learn how to support their peers with peer bonding, helping and influencing skills; building positive peer relationships
  - Fostering **positive teacher-student relationships**
  - Conducting **regular professional learning** for school staff
  - **Equipping teachers to create positive class culture through role-modelling and effective management of hurtful behaviours and bullying incidents**

# What our students would like their parents to know (From FGDs)

"We see you as our **trusted adult** - someone we can turn to for **emotional support and advice**."



"We need **space to handle everyday conflicts ourselves** - it helps us build problem-solving skills."

"We want you to **partner** our teachers, working together with them to tackle bullying effectively."

"We value your **guidance**, but we'd like you to **step in directly only when things get really serious**."

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

## If your child is bullied

**Remain calm** to assess the situation and provide emotional support to your child.

Have a conversation with them using **C.H.E.E.R.** as a guide to understand what they are experiencing.

- Calm them down. Speak in a gentle tone.
- Hear them out. Lend them a listening ear.
- Empathise with and acknowledge their feelings.
- Encourage them to seek help.
- Reassure them that you will always be there to support them and listen to their problems.



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

## If your child is the bully

Remain calm and try to find out more from them. You can:

- **Ask questions** to understand what happened.
- Let them know that bullying is unacceptable. **Encourage them to apologise sincerely and make amends** to repair relationships.
- **Monitor** their online activities (if relevant), e.g., their social media posts
- Reach out for **extra support from school**.



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



## If your child is a bystander

It is important for them to feel **safe** and **supported**. You can guide your child to take on **upstanding behaviours** and **look out for friends in need**.

- Ask your child whether they want you to **listen**, to **help with more ideas about what to do** or **help them to report the incident**.
- Remind your child **not to like, share, record or repost** the message or media if the act is surfaced online.
- Let your child know that **it is okay if they don't feel safe or confident to stand up to bullying**. Brainstorm with them on **ways they can support the victim**, e.g., go with another friend to report to the teacher.

# Reporting bullying or instances of hurtful behaviour

- Offences/incidents can be reported by **any member of the school community** (e.g., student, parent, teacher) through the following means:
  - **Verbal** (e.g., report to Form Teacher, Subject Teacher, any teacher in the vicinity of the incident, Discipline Master/Year Head and School Leaders)
  - **Written** (e.g., email/write to Teachers, Discipline Master/Year Head and School Leaders)
- The school will treat the information with sensitivity. **The identity of the person who reported the case will be kept confidential.**

# Respectful Communication

*Open, respectful conversations between educators and parents deepen our understanding of each child, enable a coordinated & holistic support for the child and model healthy communication for our students.*



Share observations about your child's emotional state, stress levels, and social interactions



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

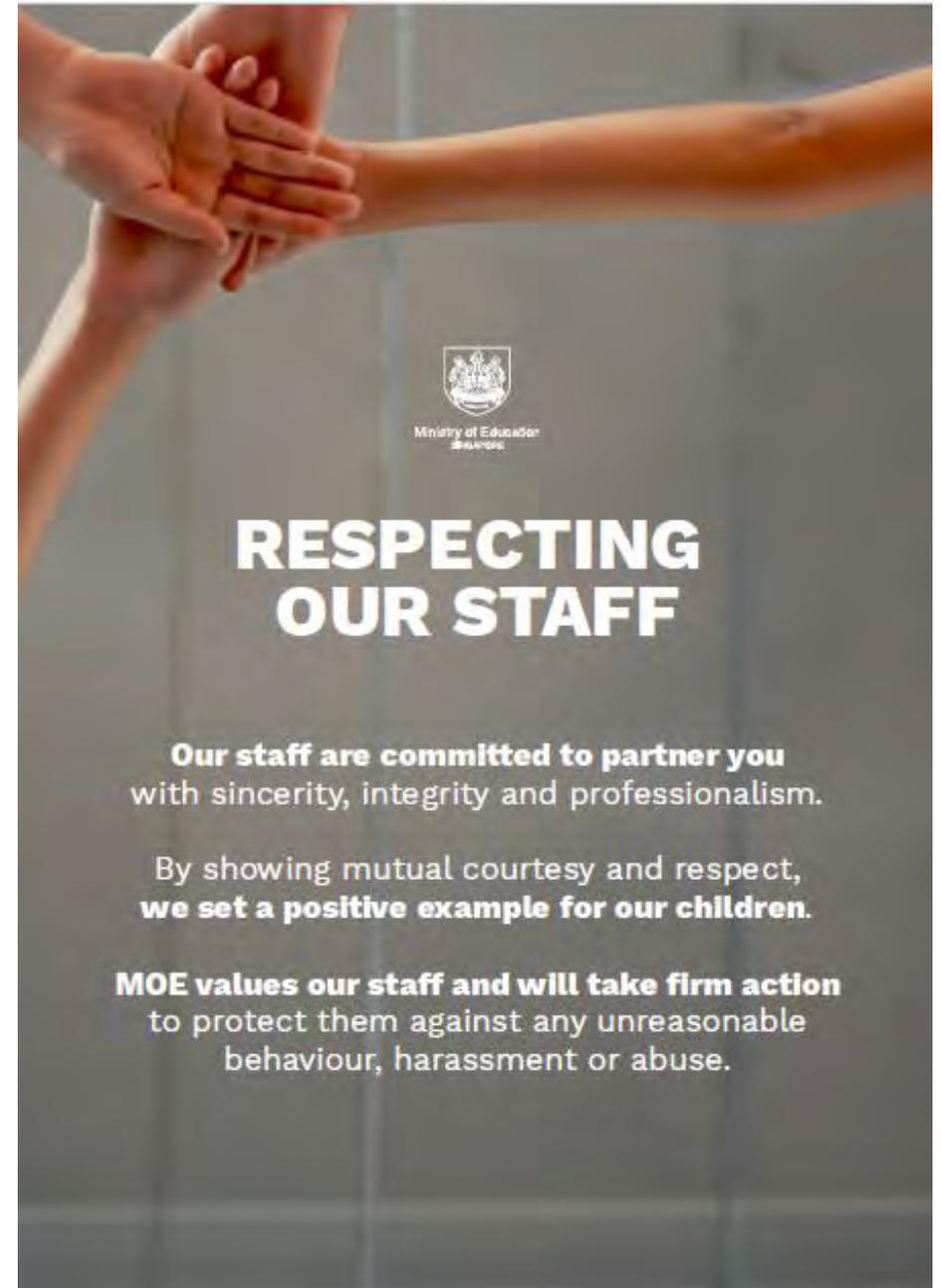


Communicate kindly and respectfully with one another



# 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.



# Embracing Every Mile: The P5 & P6 Journey



# Life Journey

PSLE



# Journeying Together

**As our children progress to Upper Primary, they will have new experiences both at school and home. These experiences may change how they wish to be supported. Let's give them the space to grow as they:**

- discover new strengths and interests
- perform tasks more independently
- experience academic demands
- develop new friendships and expand their social circles

Our presence will be reassuring, and our words of encouragement will boost their self-confidence.



**Your presence is the most important present for your child !**

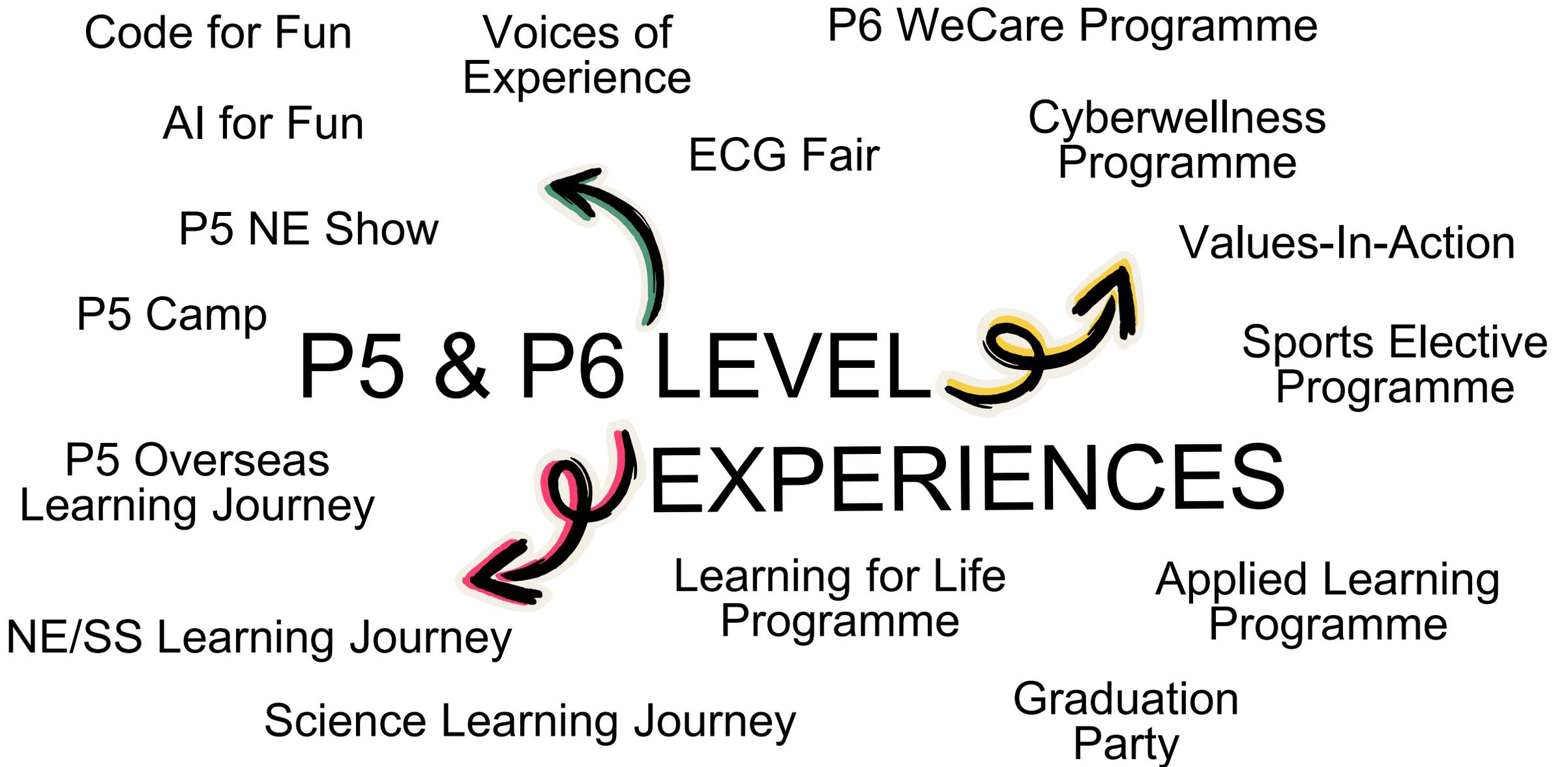
Being a **P**resent  
**S**upportive Parent  
**L**oving  
**E**ncouraging



# Student Development and School-Home Partnership

Ms Kang Li Ping and Mr Muhammad Azuan  
Year Head and Assistant Year Head Upper Primary





# From Child to Teen

**PHYSICAL**



**EMOTIONAL**



**ACADEMIC**



**RELATIONSHIP**



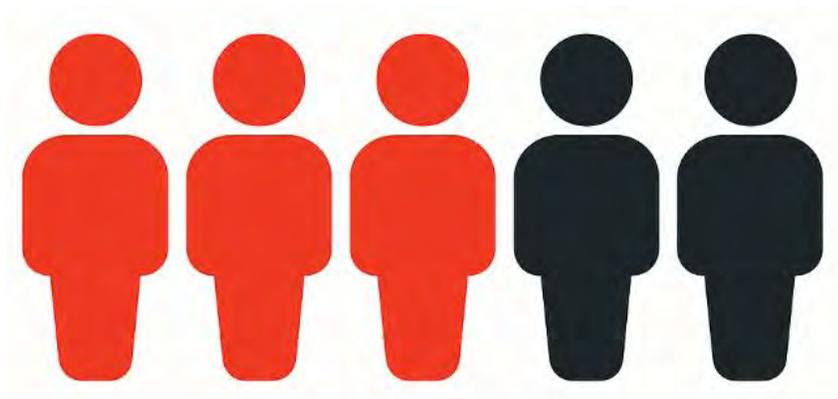
# Changes impact emotions

- Children may experience **anxiety or confusion** about changes that they are experiencing
- Physically, hormonal shifts often lead to **mood fluctuations and increased sensitivity**
- Increased **self-esteem challenges** arising from concerns about physical appearance and social acceptance

# Did you know?

About **3 in 5** of our Primary 5 & 6 students indicated the following in the Termly Check-in Survey:

***“I feel stressed about my studies because my parents will be disappointed if I don’t do well.”***

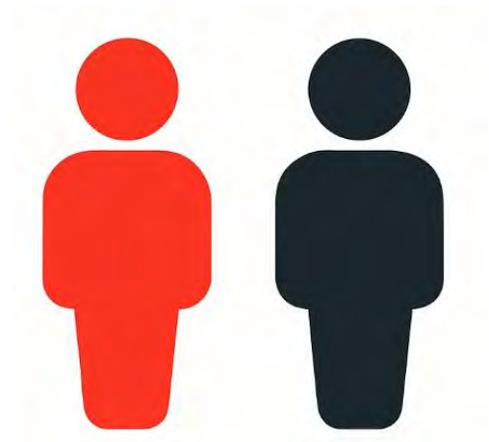


**3 in 5** worry about disappointing  
their parents

# Did you know?

**1 in 2** of our Primary 5 & 6 students indicated the following in the Termly Check-in Survey:

***“I feel stressed about my studies because I expect myself to do very well.”***



**1 in 2** have high self-expectations for their academic results

# Is it ok to feel stress?

*The Difference between Stress and Distress*



# What can parents do to support our children?



# 1

*Observe for any signs of stress in your child and offer support when needed.*

Share with your child that stress is a common response to everyday pressures and is a natural part of our daily lives. Some amount of stress can help us to grow when we find ways to manage it.

Some signs of S.T.R.E.S.S



**S**  
**T**  
**R**  
**E**  
**S**  
**S**

Struggles to pay attention or complete tasks

Tiredness, loss of appetite or sleep

Rebellious behaviour

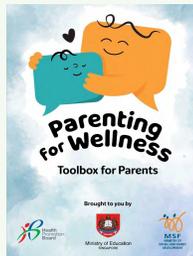
Excuses to miss school or activities

Stays away from social interactions

Sulkiness and moodiness that persists

# Be a safe harbour during these stormy times

- Create **safe spaces** for conversations
- **Keep communication channels** open at all times
- **Validate** their feelings
- Be **patient and understanding** with their mood fluctuations and heightened sensitivity



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.



**C**alm them down



**H**ear them out



**E**mpathise with their feelings



**E**ncourage them to seek help



**R**eassure them

# Be mindful

- Take note of what you say, your reactions, and body language
- For example, parents may say, “If you don’t do well, you will not have a good future”.
- Parents may use this with the best intentions to motivate their child but the child may see it as an expectation to score high marks so as not to disappoint their parents.

When communicating with your child, focus on positivity, reassurance and calm to keep stress levels low.



2

*Be our children's cheerleaders.*

There may be more demands on their time as they learn to manage their studies, CCAs, social activities and friendships. We can offer support as they go through these changes.

3

*Create a cosy, personalised space, where possible.*

Create some space for learning and playing. Consider adding personal touches like a display of their favourite quotes or storage for their belongings. Involve them in the set up so that the space reflects their preferences and needs, fostering a sense of ownership.

4

*Practice calming and relaxation techniques together.*

Self-regulation promotes personal well-being.  
Practicing self-regulation together with your child can strengthen bonds.

# 5

## *Celebrate your child's efforts.*

Recognise their attempts and efforts. Encourage them to keep striving towards their goals.

- As they progress, it is natural for them to encounter experiences that require greater effort, including in their studies and social interactions.
- Encourage them to develop their character, resilience and social skills. Celebrate their efforts in these aspects along the way.
- For their academic development, remind them that education is a lifelong journey and everyone can progress at their own pace.

**How can we work together to support our children?**



# 3 areas where we can work together to foster School-Home Partnership (SHP)

**1** Respectful Communication

**2** Role Models

**3** Real Connections



## 2) Role Models

*Model the skills and values our children need for their mental well-being*



Demonstrate healthy ways to manage stress, setbacks and difficult emotions



Show children it is okay to ask for help when struggling



Model self-care



Encourage agency and independence

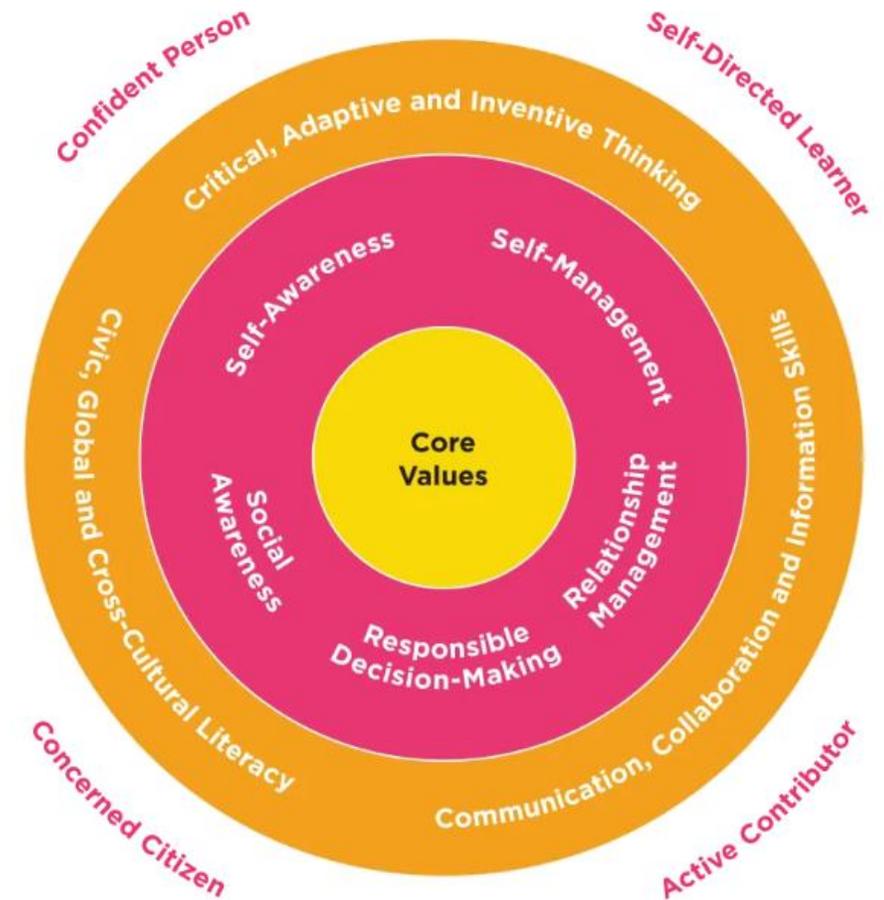


Check out this video on MOE YouTube for tips on how parents can support the social-emotional learning of their children.

# Why agency and independence matter?

The future will bring many changes that we cannot foresee today. However, we can embrace these challenges and make the most of new opportunities. To do so, developing independence and fostering a sense of agency is important.

As your child learns to complete tasks and make decisions without constant help and guidance from you, our teachers or other trusted adults, he/ she develops self-efficacy and confidence in his/ her abilities to learn, grow and contribute to others.





To making bigger waves...

Taking charge @ LEOH

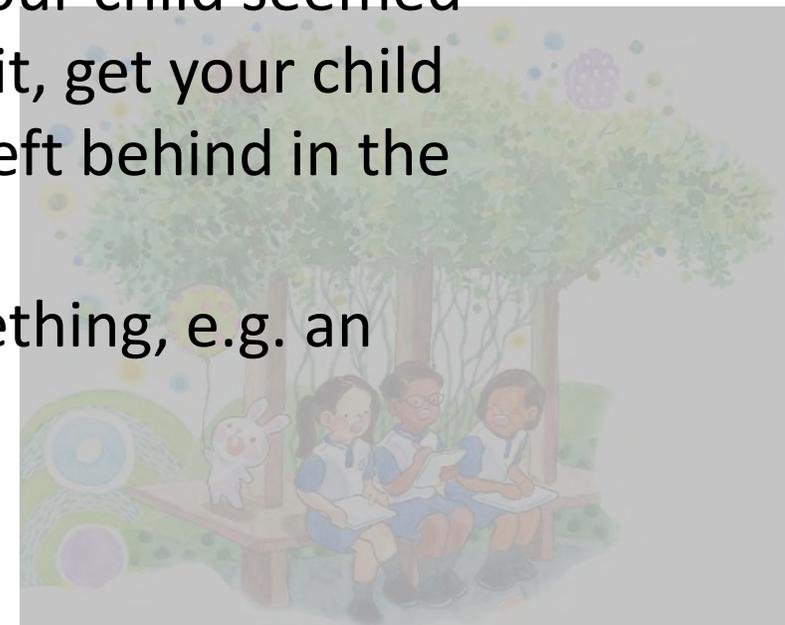


Engaging seniors from FaithActs

# How you can support your child at home?

You can support your child by:

- providing opportunities for them to **manage their daily routines** with minimal reminders, e.g. setting an alarm for the morning; packing their school bag the night before
- **asking guiding questions** that prompt them to think through difficulties rather than providing immediate solutions e.g. When your child seemed to have misplaced an item, instead of helping to locate it, get your child to think where it might have been left, and why it was left behind in the first place
- giving them **opportunities to initiate and plan** for something, e.g. an outing for the family; an activity for younger siblings



# How can you motivate your child to take ownership of his/her learning?

## Get your child to own his/her learning



Focus on getting your child to learn from the experience, instead of what cannot be changed.

- *“Your effort for Math paid off! What was it that worked well this time?”*
- *“You did not manage to achieve your goal for English, what could be the reasons?”*

With your support, they can develop a love of learning and the resilience to view challenges and failures as opportunities to improve.

# How can you motivate your child to take ownership of his/her learning?

## IF YOUR CHILD IS...

- Procrastinating because he/she is anxious
- Distracted by digital devices
- Stuck in his/her revision because he/she has forgotten concepts learnt previously

## YOU CAN TRY TO...

- Guide him/her to break down revision into smaller, more achievable tasks.
- Set ground rules together e.g. 10 mins of play after each task is completed. The key is to be consistent and to lead by example!
- Encourage your child to revisit the earlier chapters. If needed, ask them to approach his/her teachers and/or older siblings for help.

# How can you motivate your child to take ownership of his/her learning?

## IF YOUR CHILD IS...

- Lethargic and lacks energy to do anything

## YOU CAN TRY TO...

- Guide your child to draw up a schedule which includes time for homework, revision, play, exercise and rest. Recreational activities and rest are key to helping the child de-stress and can boost their mood and energy.

**Parents can also approach your child's teacher to discuss concerns about your child, so that together, better support can be provided.**

### 3) Real Connections

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

Build strong bonds through shared experiences and meaningful conversations

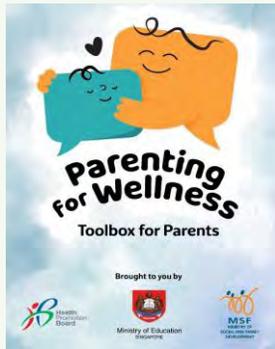
Teach children to recognise and communicate their emotions effectively

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



# Providing a safe space for conversations

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



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

## ✓ Things You Can Do



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



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



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



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



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

## ○ Things You Can Say

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

How did that make you feel?

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

I hear that you are feeling frustrated.

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

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

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

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

# We value your partnership to raise a *'Happy, Kind, and Confident Generation Together'*.

**1** Respectful  
Communication

**2** Role Models

**3** Real Connections



# Parenting Resource: *Parenting for Wellness*

*Keen to find out more about building strong parent-child relationships, supporting our children's mental well-being, and parenting in the digital age?*

For more bite-sized resources (practical tips and strategies), scan the QR code on the right to download a copy of the **Parenting for Wellness Toolbox for Parents**.

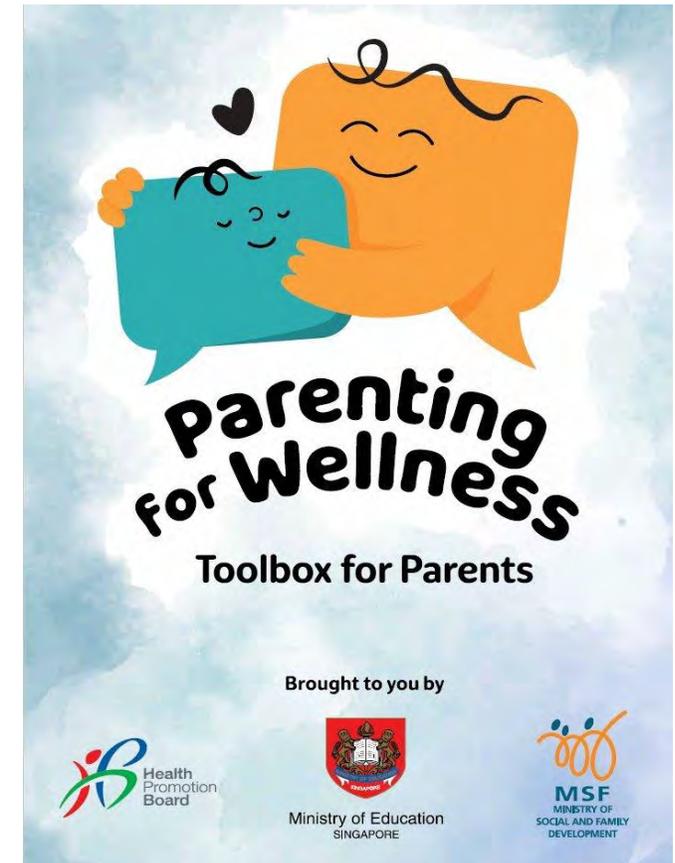


<https://go.gov.sg/pfw-toolbox-for-parents>



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

For personalised access to the full suite of parenting resources, check out the **Parenting for Wellness website** on Parent Hub (hosted by HPB)! Scan the QR code on the left to access the website.



# Citizenship & Character Education (CCE) Cyber Wellness

Mr Jevon See  
(Subject Head / Student Well-Being)



**Screen Time**

**Cyber Bullying**

**Social Media**

**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

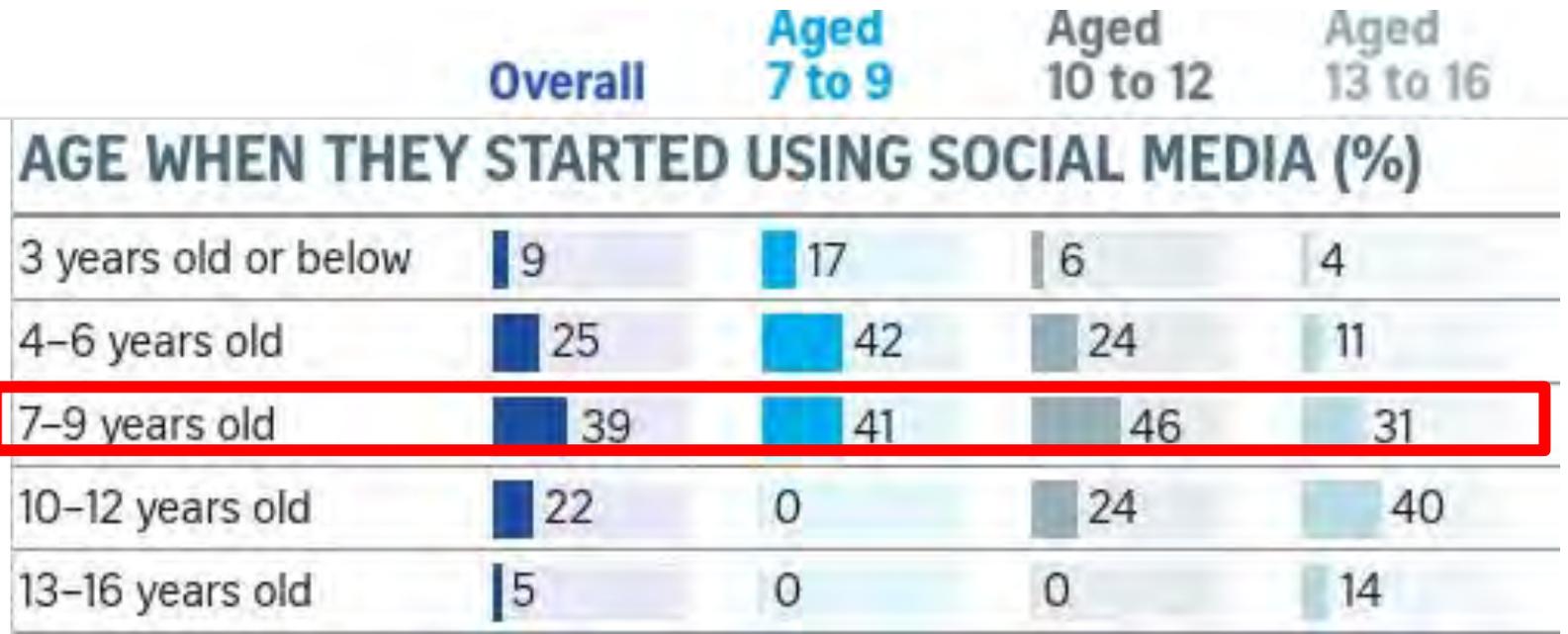
Mindful

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**



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

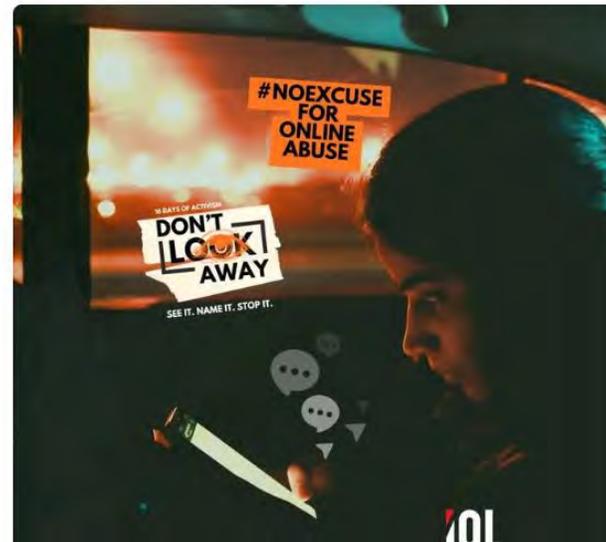


NEWS SOUTH AFRICA

## 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.

# Mobile phone gift at 13 led to porn addiction and conviction for voyeurism

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



<https://www.straitstimes.com/singapore/courts-crime/mobile-phone-gift-at-13-led-to-porn-addiction-and-conviction-for-voyeurism>

John (not his real name) pleaded guilty to one count of voyeurism in January 2025 and was sentenced to a week's jail.

ST PHOTO: ARIFFIN JAMAR

Andrew Wong 

 Add as a preferred source on Google

Published Jan 25, 2026, 05:00 AM

Updated Jan 25, 2026, 06:32 AM



# What is Cyber Wellness?

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

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

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

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

## Resources

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



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

# Primary 5 and 6

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

## Be a positive peer influence online and manage digital footprints

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

## Importance of cybersecurity

- Protect oneself from phishing, spam, scams and hacking

## How to verify online falsehoods

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

## Staying Safe from Pornography

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

*S.U.R.E. stands for **S**ource, **U**nderstand, **R**esearch, **E**valuate.  
It is part of National Library Board's Information Literacy Programme.*



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

# Assembly Sharing and Recess Activities

# In-house Cyber Wellness Curriculum



## P5

Social Media

Minimising Security Risk

Cyber Bullying

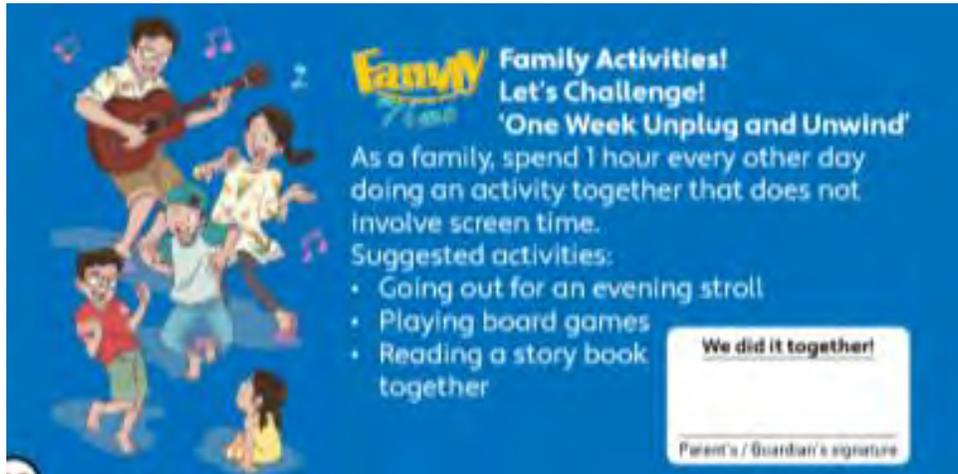
## P6

Internet Usage

Online Spams and Scams

Internet Addiction and Its Harmful Influence

# Engaging parents for a home-school collaboration



**Family Activities!**  
**Let's Challenge!**  
**'One Week Unplug and Unwind'**

As a family, spend 1 hour every other day doing an activity together that does not involve screen time.

Suggested activities:

- Going out for an evening stroll
- Playing board games
- Reading a story book together

**We did it together!**

Parent's / Guardian's signature



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

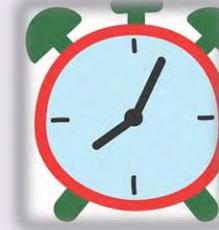
**Chat with your P5 child:  
Cyber Wellness In-house  
Lesson - Term 2 Session 3**

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



# Suggestions

**Role-model** positive behaviour and habits



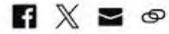
Engage your children (**spend quality time**) and **cultivate** other hobbies such as reading, hands-on activities e.g. PE (exercising), Art, Music



# 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.

## 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>



# 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**.

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>

Scan here to access the PFW Toolbox for Parents:



## *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-parent>

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



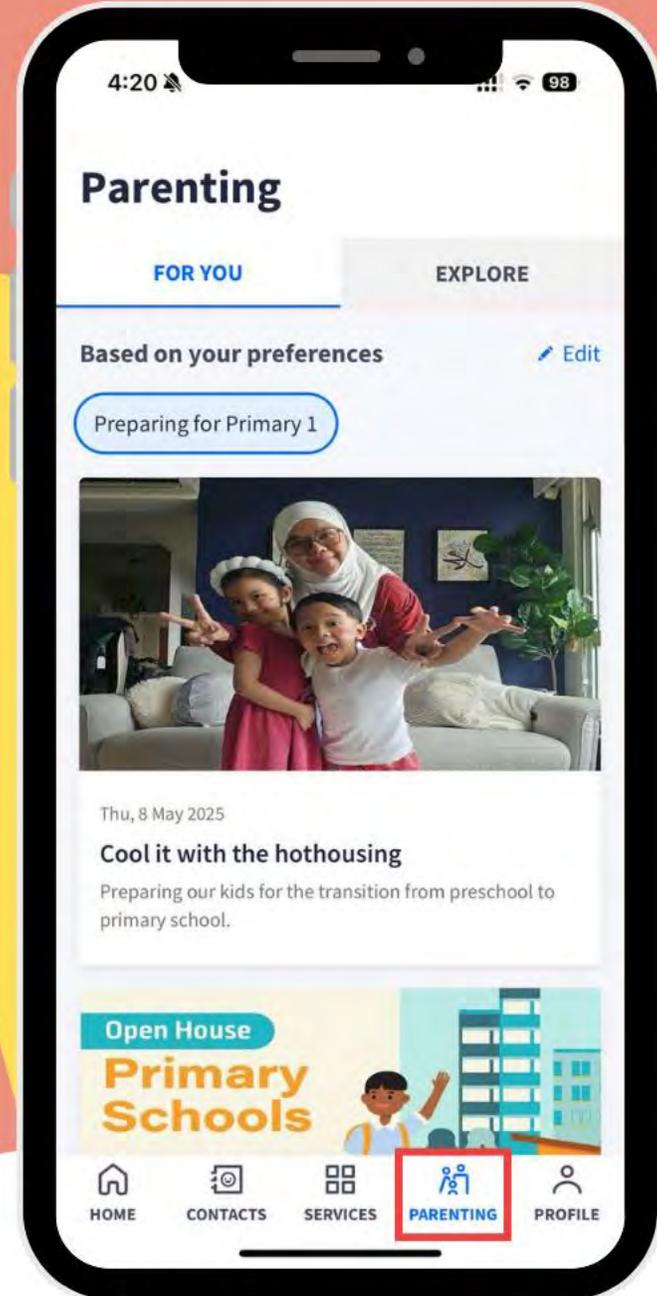


# Parenting Resources on Parents Gateway (PG)



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>





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# 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)