

Parents Engagement Curriculum Briefing Primary 1 & Primary 2

Wednesday, 4 February 2026



OUR VISION
Every Fuhua Gem – Learner, Leader and Innovator

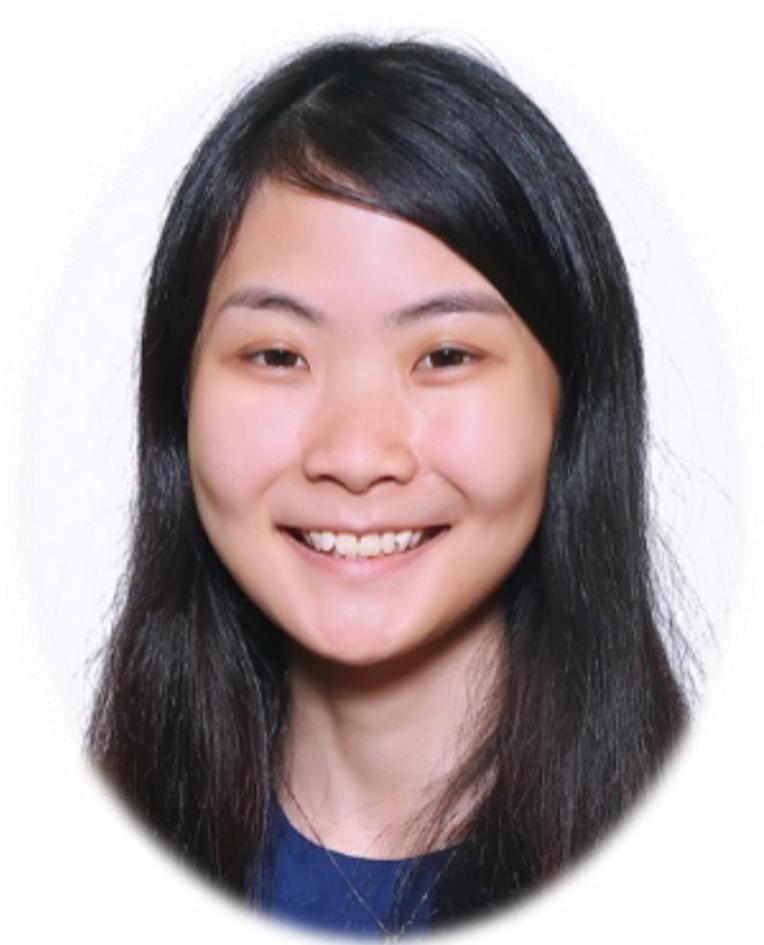
OUR MISSION
Creating Opportunities · Leading Learning · Building Communities

FUHUUA
PRIMARY SCHOOL



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Key Personnel

DEPARTMENT	NAME
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MOTHER TONGUE LANGUAGES	MR ROY LEE, MS LIU SI TING
SCIENCE	MDM LIN QIN FANG, MRS SANTI MARAN
STUDENT DEVELOPMENT TEAM	P1 P2: MS EUNICE TENG P3 P4: MRS LIEW-LIM YAN MUI P5 P6: MDM NURAINA MOHAMED
CHARACTER & CITIZENSHIP EDUCATION	MDM NURUL HUDA JUMAAT
PE, CCA, ARTS	MR DARYL ONG
INFOCOMM AND TECHNOLOGY	MS SUNG HUIMIN, MDM SITI SHOFURAH
PARTNERSHIPS	MS SUNG HUIMIN
SCHOOL STAFF DEVELOPER	MDM SELENE TAN
ADMIN OPERATIONS	MDM LOY CHOI KHUAN MR CHUA WEE HIANG



Learning @ FHPS

Mr Ganesan Raman
Principal

Future of Learning Initiatives

1



Every Student a Creator, Connector and Contributor

- Enhanced 21CC Framework and Priority Emerging 21CC (E21CC)

2



EdTech as a Capability Multiplier

- "Transforming Education through Technology" Masterplan 2030
- Strengthening Student Cyber Wellness

Enablers



From the School as our World, to the World as our School



- School White Area and Canteen Grant
- Additional funding for flexible furniture
- Establishment of Partnerships Engagement Office



Staff Capacity & Capabilities

- Teacher Growth Model (2024)

Vision

Every Fuhua **GEM** – Learner, Leader and Innovator

Mission

Creating Opportunities. Leading Learning. Building Communities

Lifelong Learner	Citizen Leader	Tech-Savvy Innovator
<ul style="list-style-type: none"> · perseveres and takes responsibility for one's learning · works effectively in teams · thinks critically and communicates effectively 	<ul style="list-style-type: none"> · has a strong sense of right and wrong · receives with a grateful heart and contributes beyond · serves and leads in bettering the lives of others 	<ul style="list-style-type: none"> · uses technologies to construct knowledge · explores solutions to real-world problems · produces creative artefacts

Values

Respect, Care, Integrity, Perseverance, Excellence

Teaching & Learning @ Fuhua

TEACHING AND LEARNING FRAMEWORK

Deeper Learning . Seeing Patterns . Making Connections . Application of Learning

Transdisciplinary & Inter-disciplinary Integration

Meaningful & Purposeful Integration:

1. Learning outcomes
2. 21st CC – Inventive Thinking, Collaboration, Communication, Critical Thinking (IC³)
3. Subject-specific competencies
4. Learning dispositions



The world we are living in is changing, and education must change with it. If we live in an interconnected and interdependent world, it only makes sense that knowledge be presented as interconnected and interdependent. (Drake, 1998)

Technologically-Enabled Pedagogies

To foster:

1. Collaborative learning
2. Critical and inventive thinking



Learner-Centred & Balanced Assessments

Implement practices to:

1. Reduce over-emphasis on academic grades
2. Focus on holistic development





Mr Roy Lee
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Mother Tongue Languages

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Curriculum Matters

Lower Primary Curriculum



Spiral Approach to Curriculum



Building a Strong Foundation

- To succeed in school, at work and their daily lives
- To develop their skills to access, interpret, apply information
- To develop their cognitive ability to understand complex concepts

English Language - Overview

English Curriculum & Pedagogy for Primary 1 and 2

- ❖ Introduction – Syllabus & STELLAR
- ❖ 4 key skills and competencies in language acquisition
- ❖ Pedagogical approaches in STELLAR for Lower Block

English Language Acquisition & Parents' Support

- ❖ Key English Language Programmes for Lower Primary Students
- ❖ Tech Tools Used in English Language
- ❖ Encouraging Reading in Our Children



English Curriculum and Pedagogy

Desired Learner Outcomes

Empathetic
Communicator

Offer more opportunities for students to discuss issues, listen to different perspectives and develop their own opinions.

Engaged 21st Century
EL Learner

Discerning
Reader

Creative
Inquirer

Encourage students to explore ideas, concepts and areas of interest and promote the joy of learning.

Encourage students to read widely and process information critically so as to distinguish fact from falsehood.

Key English Language Programmes in Lower Primary

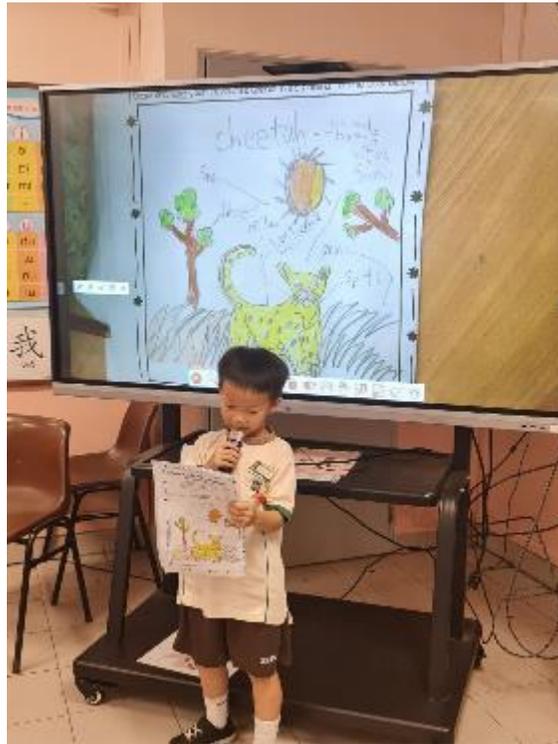
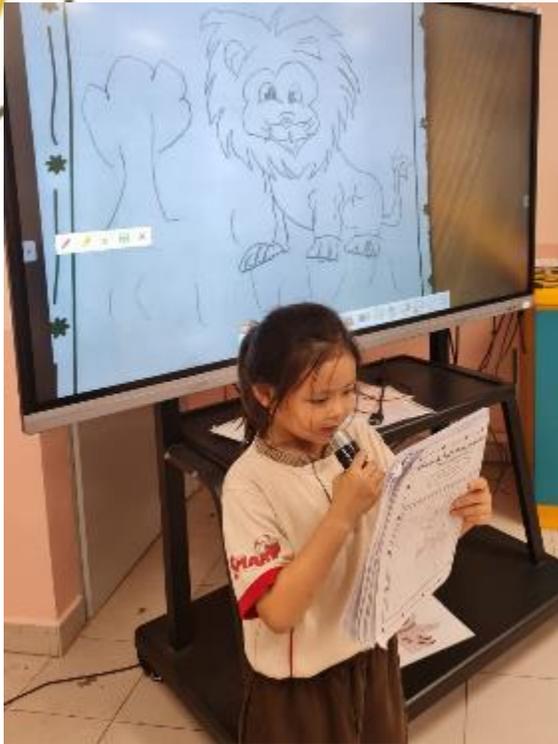


Drama Programme



Students develop confidence in expressing themselves, collaborate with their peers, and enhance their language skills in a fun and engaging way.

Key English Language Programmes in Lower Primary



Students shared their favorite zoo animal, presenting fun facts with confidence, enhancing speaking skills, and reinforcing their learning.

Pick and Tell

Key English Language Programmes in Lower Primary

Experiential Learning



To bring our Primary 2 storybooks to life, students experienced *chicken rice* and *roti prata* firsthand! Through tasting, they explored flavors, textures, and cultural significance, making connections between reading and real-world experiences. This hands-on activity enhanced their vocabulary, sparked conversations, and deepened their appreciation for local food.

Learning Through Technology

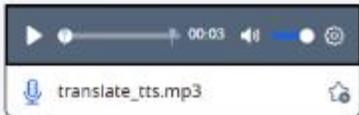
Vocabulary on pets

Optional

Let's revise on some words that describe pets.

beak

-the hard, pointed part of a bird's mouth
E.g. *The bird uses its beak to pick up food.*



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Image by Ruby 2417 via Flickr.

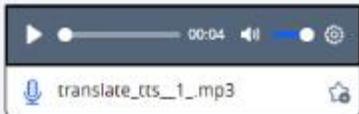
fishbowl

-a round glass container for fish that you keep as pets

goldfish

-a small, gold or orange coloured fish often kept as a pet

E.g. *There is a goldfish in the fishbowl.*



1403341691_106c9...

Image by Michal Shabtiali via Flickr.

1) Draw your chosen animal.

2) Take a picture of your drawing and upload the picture in the box below.

(You may use the drawing function in the box below and draw your animal in the box directly.)

[Read Less](#)

Individual Student's Answer

Prepopulated Answer here...

Students' submissions will be displayed on the Interaction Board

Interactive Thinking Tool 2

How does your animal look like...

What does it like to do? How doe...

What does it eat? What sound do...

[View All](#)

It has

Individual Student's Answer

Prepopulated Answer here...

Students' submissions will be displayed on the Interaction Board

Primary 1 Unit: Dan's Lost Hat

Students use SLS to enhance their vocabulary on pets through visuals and audio. They listen to pronunciations, view pictures, and use the drawing tool to illustrate their pets. By brainstorming descriptive words, they apply their learning in writing and speaking, making vocabulary acquisition interactive and meaningful.

Supporting Your Child at Home

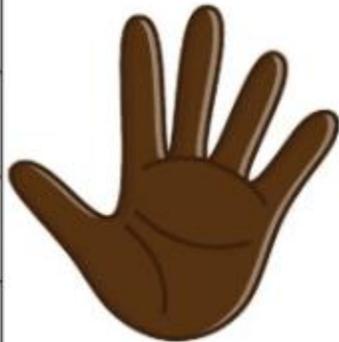
1. Build a love for reading

- Building an environment conducive for reading – access to books, NLB membership, NLB app and Libby app
- Helping them to find the right book (i.e. How do we help them pick the right book?)

5 FINGER RULE FOR READING

1. Choose a book that you want to read.
2. Open the book up to any page and begin reading.
3. Put one finger up for every word you do not know or cannot pronounce.
4. Use the guide below to decide if the book is the just-right choice for you!

0-1	Too easy
2-3	Just right
3-4	Challenge
5+	Too hard



2. Structure time at home to revise work done in English Language Class.

- Go through grammar patterns, newly-learnt vocabulary, spelling rules

WHAT IS SYLLABICATION?

Syllabication involves breaking apart words into syllables in order to read the words accurately.

butterfly
/ | \
but · ter · fly

butterfly 

and Innovator

Supporting Your Child at Home

3. Encourage your child to share their thoughts, hobbies, day at school and favourite things using 5W1H

A child describing their favorite hobby – Drawing

5W1H Question	Example Answer
Who do you draw with?	I draw with my best friend.
What do you like to draw?	I like to draw animals and superheroes.
When do you draw?	I draw after school and on weekends.
Where do you like to draw?	I draw at home and in art class.
Why do you like drawing?	I like it because it is fun and relaxing.
How do you draw?	I use color pencils and crayons.

Mother Tongue Languages

Joyful Learning, Confident User

Communication

Culture

Connect

Communication

To interact with others confidently in our Mother Tongue Language

Culture

To love and appreciate our traditional ethnic culture

Connect

To hone our 21st Century Competencies

Communication

To interact with others confidently in our
Mother Tongue Language



Starting strong: MTL learning begins with fundamentals like word recognition



Gamifying the MTL experience so that learning is fun and engaging

- At lower primary, your child will **focus on building strong foundations** in word recognition, sentence construction, and expanding their vocabulary. They will begin writing sentences and develop basic comprehension skills.
- At this stage, there are **no Weighted Assessments (WAs)**. Instead, we use fun, interactive and everyday situations to determine your child's language competence.

Building confidence amongst students of varying MTL readiness



Promoting good habits from a young age, like reading MTL books

Communication

To interact with others confidently in our Mother Tongue Language

We want to build your child's confidence in learning Mother Tongue Language.

By making the learning experience stress-free and fun, children can develop **a positive relationship with their MTL** from the very beginning.

Culture

To love and appreciate our traditional ethnic culture

- At lower primary, your child will be introduced to different cultures and begin exploring their own ethnic traditions.
- They will start learning about cultural practices through fun, hands-on experiences that spark their curiosity and interest.



Helping children to see the fun and joy of cultural experiences



Cultural experiences during recess activities



Building the confidence to express oneself

Connect

To hone our 21st Century Competencies

To help your child learn to **manage themselves well**, they will participate in activities that help them understand their emotions and learn how to **express themselves appropriately**.

We aim to develop self-management skills in your child so that they can become a confident communicator who can get along well with others.



**Communicating well with others
so that they can develop good friendship with other children**

Supporting Your Child At Home

- **Establish consistent routines** – Being consistent helps. Communicate expectations of MTL work clearly (and gently), and reiterate it throughout the year consistently.
- **Leverage cultural experiences** – Use cultural experiences your child sees to build the love towards ethnic culture and MTL
- **Exposure to quality media** – 10-15 minutes of exposure to MTL books, television programme or radio broadcast can help to develop a child's language competence. Every bit helps.
- **Lead by example** – use the language with your children



Higher Mother Tongue Languages (HMTL) at Middle Primary Levels

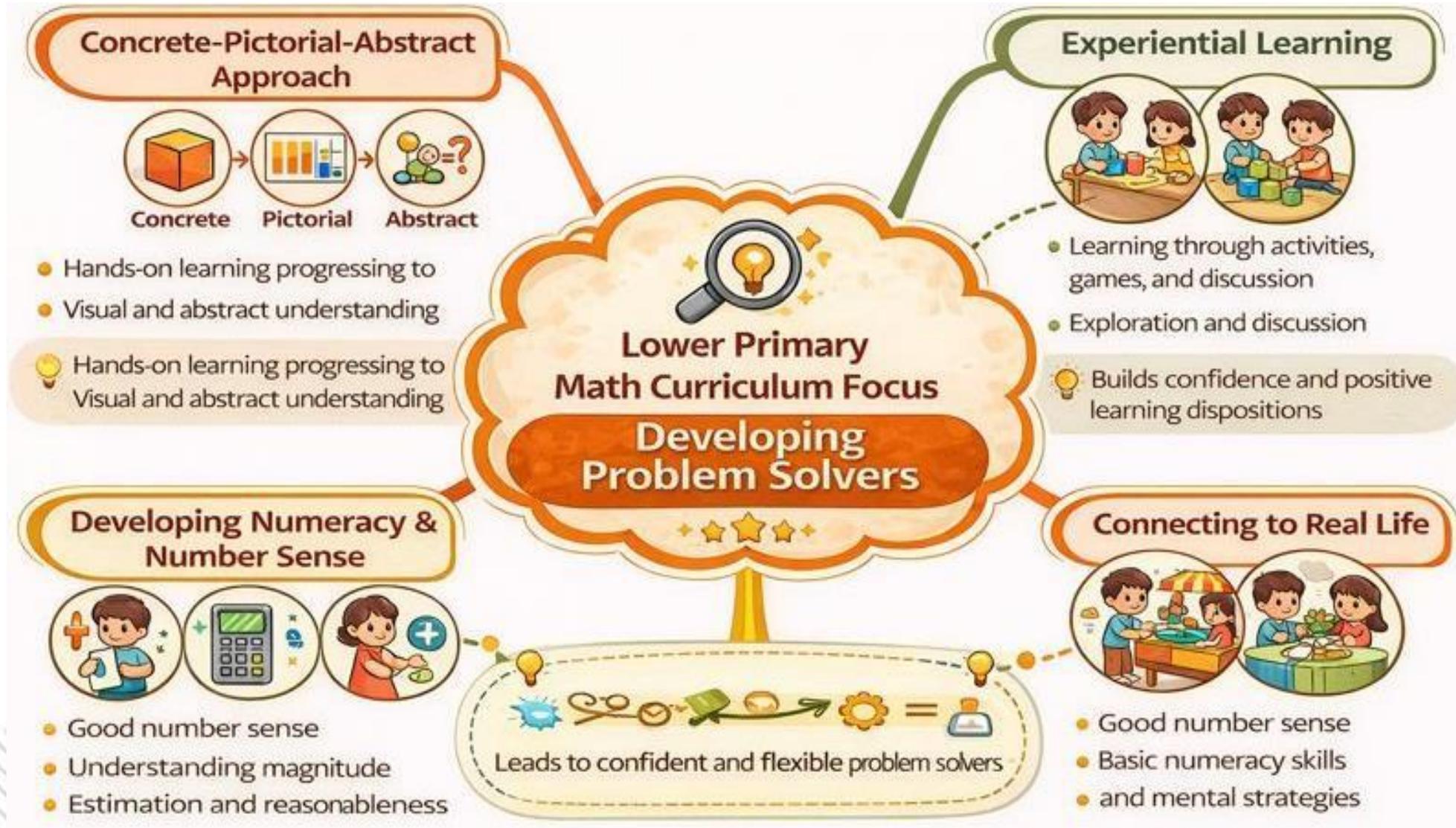
- **Important considerations:**
 - HMTL requires **additional commitment** from students, including:
 - Two extra lesson periods per week
 - Additional preparation time for studies
 - The programme features comprehensive reading comprehension and writing components that provide deeper engagement with the language.
 - In middle primary, children will also take up CCAs and be newly exposed to Science. Parents must weigh the overall load and readiness of their child carefully before taking up HMTL.

Higher Mother Tongue Languages at Middle Primary Levels

- We recommend HMTL only for students who are **academically ready** to manage the additional workload whilst maintaining their performance in other areas of school.
- If your child shows interest in HMTL but needs more time to develop their readiness, HMTL is still available **when they enter upper primary or secondary school**. This allows them to build a stronger foundation before taking on the enhanced curriculum.

Mathematics

Contextualizing Problem Solving: Solving problems in real-life situations

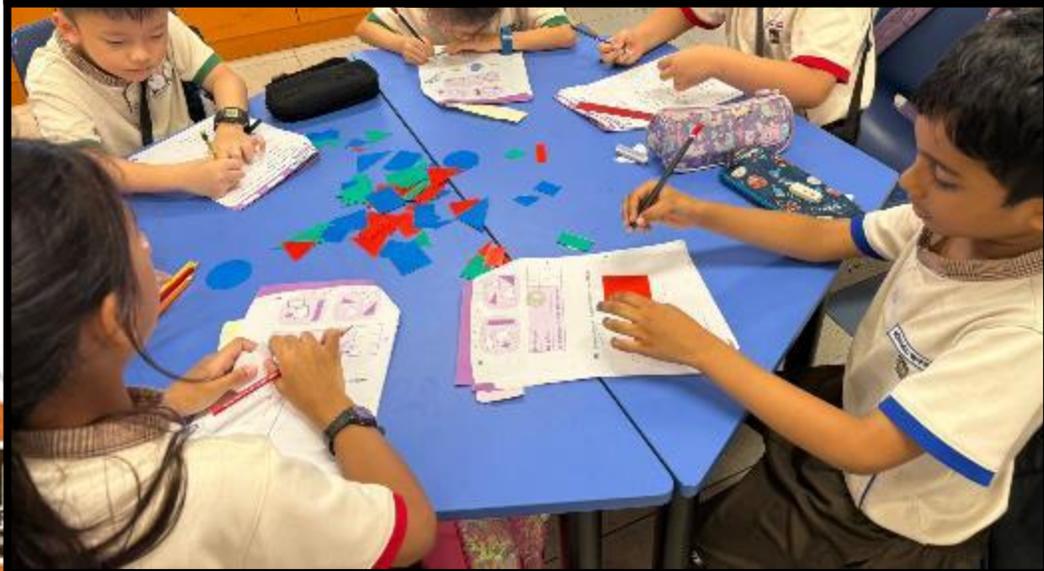


Concrete – Pictorial – Abstract Approach



Aligns with Piaget's Concrete Operational stage.

Students develop a deep understanding of mathematical concepts by progressing from concrete materials to pictorial representations and, finally, abstract symbolic representations.



Experiential Learning

Students collaborate in learning to use Mathematical tools to measure:

- Length
- Mass
- Volume

Providing opportunities for collaboration, developing soft skills, reasoning and communication.



Application of Concepts in Real-life Situations

For instance, planning a class party using concepts of:

- Multiplication
- Money

Strengthening numeracy, reasoning skills and data handling



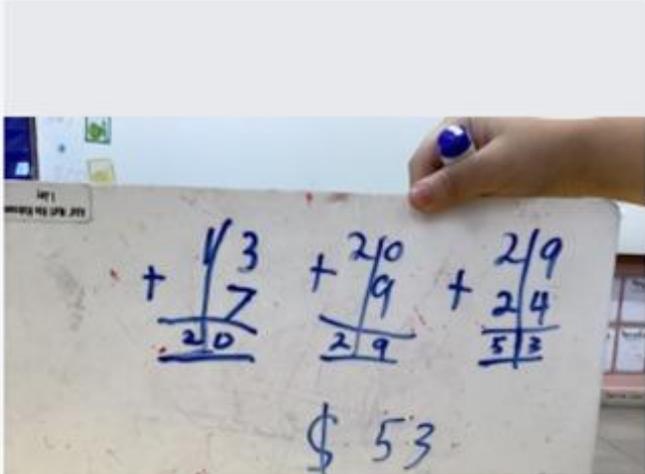
Learning through Technology

DING BOWEN

Created on 11 Nov 2024 01:07 PM

Last commented 12 Nov 2024 10:28 AM

We spent \$53



Comments (2)

KWEK ZHI YING

11 Nov 2024 05:09 PM

You still can buy an ice-cream. After buying an ice-cream that costs \$34, you will still have \$13 left. So, you can buy one more item that cost no more than \$13 for example a ribena or a packet of [Read More](#)

DING BOWEN

12 Nov 2024 10:28 AM

Thank you for your comment. Maybe I will add an ice cream and a pack of gummies.

Students collaborate to:

- calculate amount of expenditure based on a given budget.
- create an after school schedule by deciding on activities and duration of activities.

Q1

Based on the timelines you have done, fill in the table below to put together all the information.

Day: _____

Time	Duration	Activity
Eg: 5.15 to 5.40 pm	25 min	Shower

Use of ICT tools such as SLS Platforms to communicate ideas and build knowledge.

Supporting Your Child at Home

1. Structure time at home to revise work done in Mathematics class.

- Memorise number facts and multiplication facts to build factual fluency.
- Practice algorithms to gain confidence.



Subtraction Poem

More on top? $\begin{array}{r} 28 \\ - 6 \\ \hline \end{array}$

No need to stop! $\begin{array}{r} 22 \\ - 22 \\ \hline \end{array}$

More on the floor? $\begin{array}{r} 23 \\ - 10 \\ \hline \end{array}$

Go next door, get 10 more! $\begin{array}{r} 23 \\ - 14 \\ \hline \end{array}$

Numbers the same? $\begin{array}{r} 23 \\ - 3 \\ \hline \end{array}$

Zero's the game! $\begin{array}{r} 20 \\ - 20 \\ \hline \end{array}$



C Circle the key numbers



U Underline the question



B Box any math "action" words



e Evaluate what steps do I take?



S Solve and check
Does the answer make sense?
How can I check?

2. Involve your child in every day tasks.

- Shopping.
- Measuring the mass of ingredients.
- Estimation



Assessment

Meaningful Change in Assessment

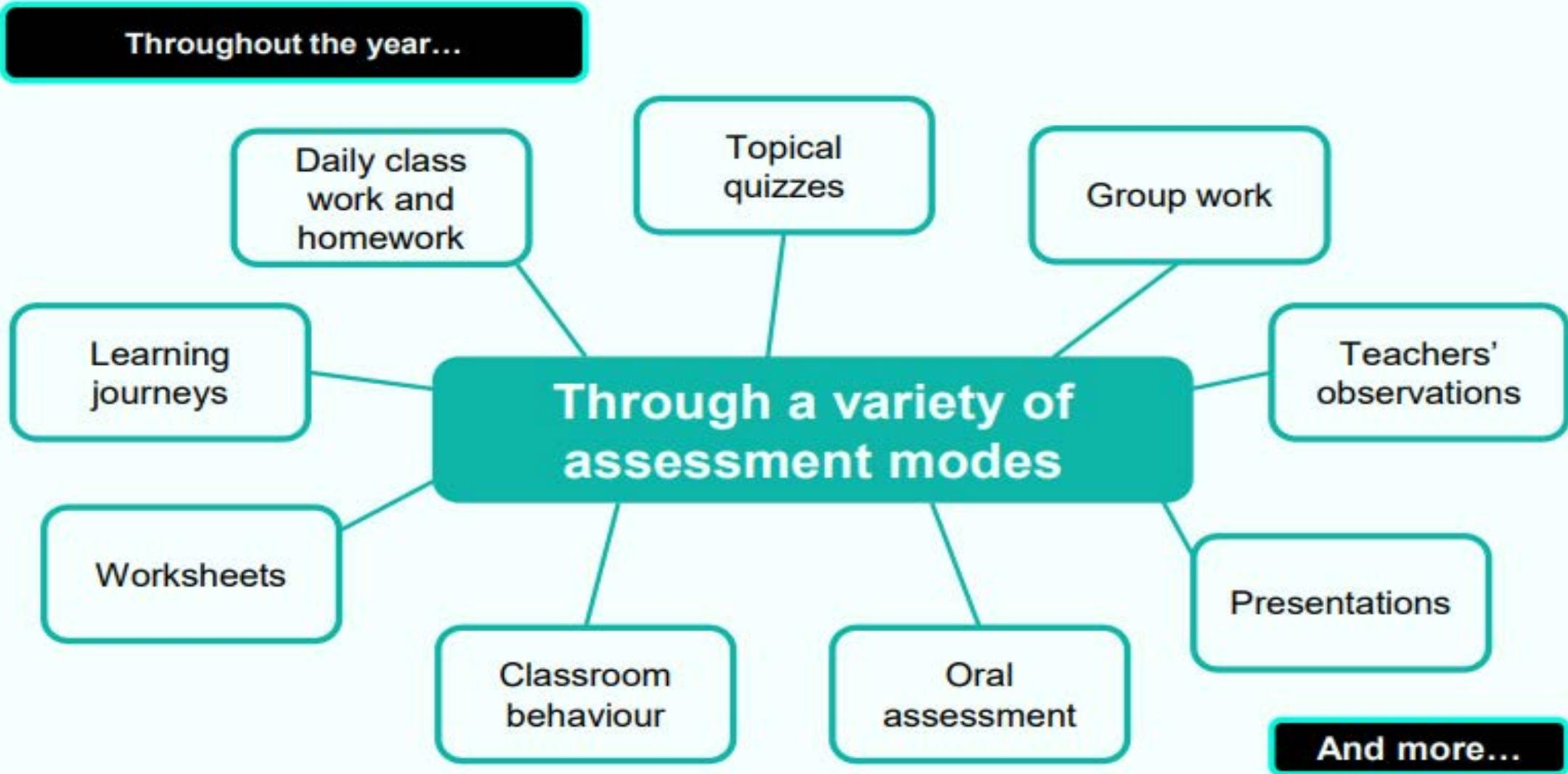
From 2019

P1 & P2
Removal of all
Weighted
Assessments
(WA), including
P2 Year-end
Exam

P1 & P2
Use qualitative
descriptors to
report students'
learning in all
subjects.

Our focus has been shifted from end-product and marks to the process of learning.

How do we assess?



Sample Learning Outcomes

Subject	Learning Outcomes
English	Speak clearly to express their thoughts, feelings and ideas.
Math	Identify, name, describe and sort shapes
Art	Play with a variety of materials and tools to make art
PE	Games & Sports: Demonstrate a range of motor skills in rolling, catching, and throwing a variety of objects.

Qualitative Descriptors

Qualitative Descriptors	Remarks
Accomplished	<ul style="list-style-type: none">• Able to understand & apply learning <u>almost all</u> the time
Competent *	<ul style="list-style-type: none">• Able to understand & apply learning <u>most</u> of the time
Developing *	<ul style="list-style-type: none">• Able to understand & apply learning <u>some</u> of the time.
Beginning	<ul style="list-style-type: none">• Able to understand & apply learning with close guidance.



GEM+

(Project-Based Learning)

FUHUA GEM+



- Programme design anchored on SG Green Plan 2030
- Interdisciplinary and Transdisciplinary learning
- Honing Civic Literacy

TECH-SAVVY INNOVATOR

Uses technologies to construct knowledge and explores solutions to real world problems



CITIZEN LEADER

Serves and leads in bettering the lives of others

LIFE-LONG LEARNER

Thinks Critically and Communicates Effectively on Sustainability Issues

Project-based Learning for Primary 1 to Primary 6

Every Fuhua Gem – Learner, Leader and Innovator

Overview of the Programme

Level	LLP	ALP	VIA	Learning Experiences
P1 Sustainable Living	<ul style="list-style-type: none"> Understand the impact of littering and the importance of upcycling Promote a cleaner school environment 	<ul style="list-style-type: none"> Learn to code using Codey Rockey to move robot to rubbish bin 	<ul style="list-style-type: none"> Read books Poster making for Community Helper pledges 	<ul style="list-style-type: none"> Collaboration Critical Thinking Creativity
P2 Sustainable Living	<ul style="list-style-type: none"> Understand about sustainability and environmental responsibility apply eco-friendly practices by participating in an upcycling activity 	<ul style="list-style-type: none"> Learn to code using Codey Rockey to detect different recyclable materials 	<ul style="list-style-type: none"> Buddy Cleaning around the school 	<ul style="list-style-type: none"> Collaboration Critical Thinking Creativity

ALP: Codey Rockey Coding

LLP: Upcycling Activity



VIA: Buddy Cleaning





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Fostering a Caring and Enabling Environment Conducive for Learning

Student Development and Well-Being

Student Development at Lower Primary

2 Key Focus Areas

1 Support students to **transit into the new year and new environment smoothly** through creating a caring and enabling environment:

- **Building strong relationships with teachers and peers**
- **Establishing clear routines and structures**

2 Equip students with the **necessary foundational knowledge, skills and competencies** such as:

- Literacy and numeracy
- **Social-emotional competencies:**
 - **Self-management skills**
 - **Relationship (social) skills**

Student Development at Lower Primary

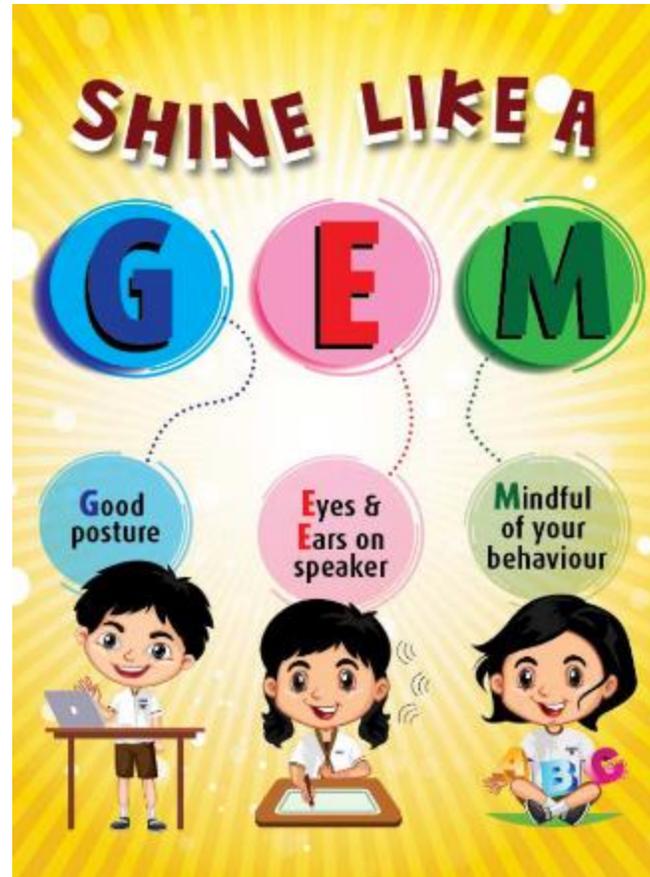
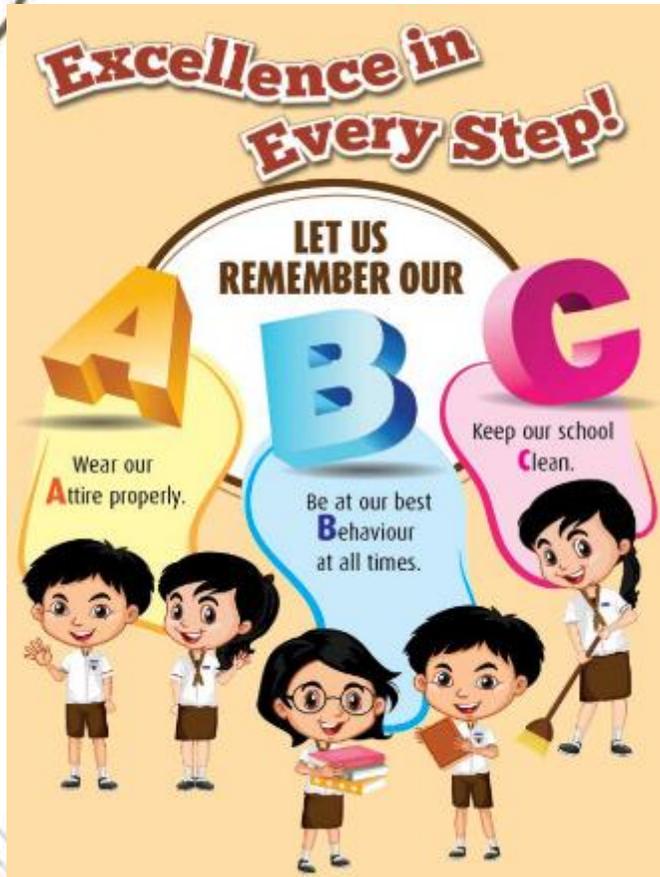
Build strong relationships through programmes such as Start-it-Right and Recess Buddy (P1-P4)



Every Fuhua Gem – Learner, Leader and Innovator

Student Development at Lower Primary

Establish clear routines and structures, reinforced with visuals (posters) and explicit teaching in class



Student Development at Lower Primary

Equip students with Self-Management Skills (e.g. organising workspace and emotional regulation)

Executive Functioning Skills and Self-Management Skills (Summary)

Lower Primary (P1-P2)	Foundation Building	<ul style="list-style-type: none"> Establishing basic routines and structures Developing fundamental self-awareness Learning simple organisational systems Practicing basic emotional regulation
Middle Primary (P3-P4)	Skill Expansion	<ul style="list-style-type: none"> Increasing complexity of tasks and expectations Developing planning and time management Enhancing problem-solving strategies Building greater independence
Upper Primary (P5-P6)	Integration & Mastery	<ul style="list-style-type: none"> Applying skills across multiple contexts Demonstrating consistent self-management Taking on leadership responsibilities Preparing for secondary school transition

Helping My Child Grow Strong EXECUTIVE FUNCTIONING (EF) SKILLS

1 What are Executive Functioning (EF) Skills?
 Executive Functioning Skills help children manage their daily school tasks and regulate their thinking, actions and emotions - essential for school success and independence.
Key EF Skills include:
 • **Organisation and Planning** (e.g. packing schoolbag, remembering homework)
 • **Working Memory** (e.g. remembering instructions, following multi-step routines)
 • **Impulse Control** (e.g. thinking before acting, turn-taking)
 • **Flexible Thinking** (e.g. adjusting to new rules or routines, coping when plans change)

2 Organisation Skills (Part of EF Skills)
 Organisation skills help children stay calm, confident, and ready to learn, through simple routines and small steps.
Tips for Parents:
 ✓ Use **checklists / planners** for homework.
 ✓ Keep school materials **in order**.
 ✓ Break tasks into **small, manageable steps**.
 ✓ Set **consistent routines** for school / home.
 ✓ **Plan ahead** (e.g. pack bag the night before).
 ✓ **Praise effort** - not perfection!

3 STOP-THINK-GO
 A simple strategy to help children manage impulses, make better decisions, and stay in control.

STOP Pause and calm your body. (e.g. deep breaths, take a moment)
THINK Consider the situation and choices. (e.g. reflect and think what can help)
GO Act wisely and calmly. (e.g. choose a safe choice)
Example: Child is rushing homework...
 - STOP (Pause) - THINK (Focus on doing it carefully)
 - GO (Complete the task calmly)

4 At Home Support. Practical Ideas for Parents
 • **Make routines fun!** Turn daily tasks into simple games.
 • **Use a daily task list.** Break homework into small steps.
 • **Display a visual timetable.** Show the day's activities.
 • **Use checklists or charts.** Help children follow steps and track progress.
 • **Keep routines consistent.** Practice the same tasks daily to build habits.

Student Development at Lower Primary

Equip students with Self-Management Skills (e.g. organising workspace and **emotional regulation**)



Inhale

Smell the flower 



Repeat the steps  to  times.

Exhale

Blow the candle 



Student Development at Lower Primary

Equip students with Self-Management Skills and Relationship (social) Skills through:

Drama Programme (and Performance)

Primary One: Term 3
(Performance Date: End of Term 3 (TBC))

Primary Two: Term 2
(Performance Date: 18 July, Saturday)



Student Development at Lower Primary

Equip students with Self-Management Skills and Relationship (social) Skills through:

Learning Journeys

Primary One: Zoo Trip (Term 2, 27 March, Friday)



Primary Two: Science Centre (early Term 2 (TBC))



Student Development at Lower Primary

Equip students with Self-Management Skills and Relationship (social) Skills through: Programme for Active Learning (PAL)



Student Development at Lower Primary

Instill our students with the right values and build their character through: Character Trait of the Week

I will listen to others with empathy.

08 Thursday

Subject	Things to do	Due Date	Done (✓)

I will do what I can to help.

05 Thursday

Subject	Things to do	Due Date	Done (✓)

Character Trait of the Week Date 22 Jan '26

I will stop to help.

① We will respect each other.

② We will learn together.

③ We will show empathy and perseverance.

Reminder(s)
① Bring a storybook.

Citizen Leaders @ Fuhua

Every Gem a Citizen Leader

Tiers of Student Leadership

3-Tiered-Approach
CITIZEN LEADERSHIP DEVELOPMENT



In Fuhua, we believe that every child is a leader. There are several platforms and opportunities made available for students to develop leadership skills in the three leadership dimensions – **Self Leadership**, **Team Leadership** and **Community Leadership**.

Leadership Trainings for student leaders

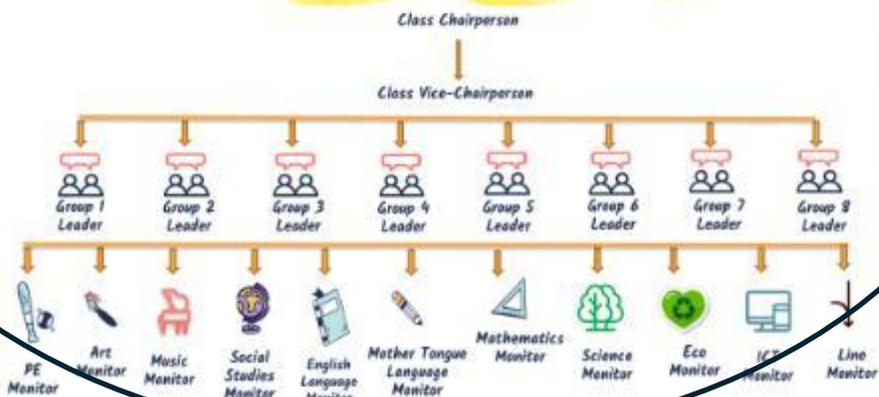


Building Communities



Students fill in My Interest Form to indicate their preferences for class leadership roles at the start of the year

Class Committee



Empowering student voices & well-being through Peer Support Leaders projects



Citizen leaders at various tiers recognised during the annual Citizen Leaders Investiture



Every Fuhua Gem – Learner, Leader and Innovator

Leadership Opportunities for the Lower Primary

Class leaders in the class committee:

- Chairperson, Vice-Chairperson
- Subject Monitors (e.g. PE Monitors, English Monitors, ICT Monitors etc.)

Training will be provided to equip them with the knowledge and skills to carry out their duties.



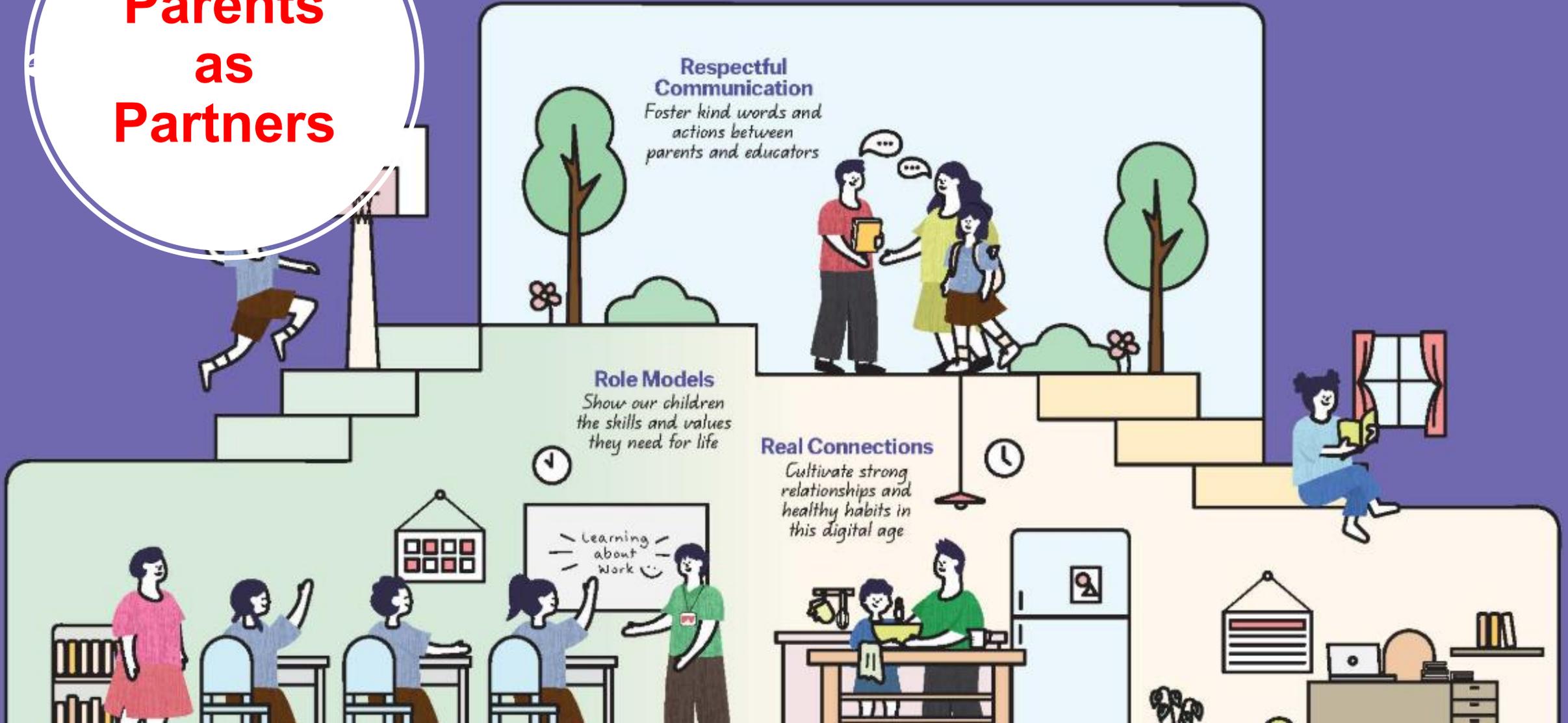


Parents as Partners

Mr Ganesan Raman
Principal

Raising a Happy, Confident, and Kind Generation Together

Parents as Partners



Respectful Communication

Foster kind words and actions
between parents and educators



Listen

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

Communicate

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

Respect

- Respect each other's time by communicating during working hours

Engage

- Engage fellow parents respectfully

Role Models

Show our children the skills and values they need for life



Practise

Practise gratitude and find joy in everyday experiences with our children

Instil

Instil confidence by encouraging responsibility and believing in each child's ability

Model

Model good values in words and actions, at school and at home

Real Connections

Cultivate strong relationships and healthy habits in this digital age



Build strong bonds through shared experiences and meaningful conversations

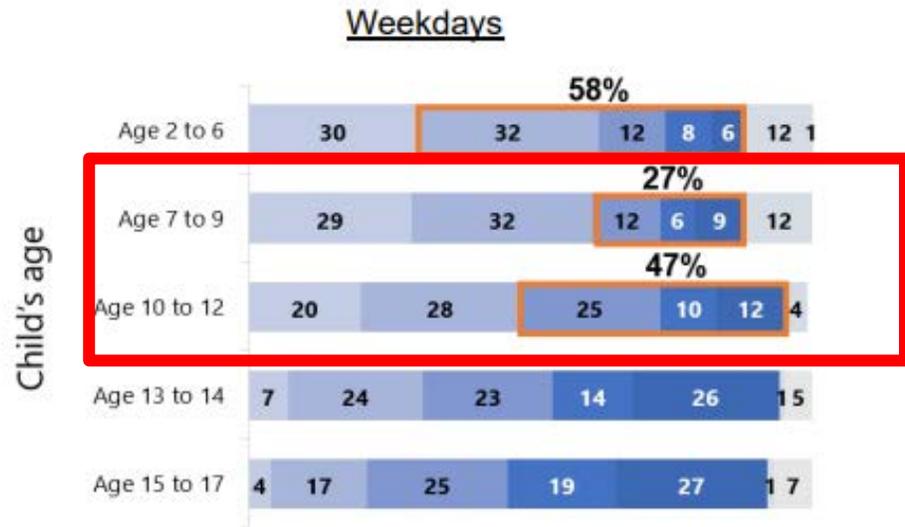


Establish good habits for our children to stay confident and in control of their technology use



Provide a balanced mixed of engaging online and offline activities

Average time the child spends on digital devices for leisure activities (%)



■ < 1hr
 ■ 1 to < 2 hrs
 ■ 2 to < 3 hrs
 ■ 3 to < 4 hrs
 ■ > 4 hrs
 ■ Does not use on weekday
 ■ Don't know / Not Sure

Exceeded MOH's daily screen time limits for this age group

Source: Ministry of Digital Development and Information, Sep 12, 2025

GROW WELL SG

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

Focus on four modifiable behaviours

- 1) Excessive screen time
- 2) Insufficient physical activity
- 3) Poor nutrition
- 4) Inadequate sleep

Providing a supportive environment for the practice of healthy habits from birth throughout childhood

- Tools and resources to empower children, parents and caregivers
- Age-appropriate interventions across natural touchpoints in the preschool, school, healthcare and community settings to reinforce messaging and action
- Additional support for children with identified health concerns

Purposeful Screen Use

- a. **[Update] Guidance on Screen Use in Children 0-12 years old**
- b. **[Update] ECDA Code of Practice + Early Years Development Framework Educators' Guide** on management of screen use at preschools
- c. **[New] Guidance on use of smartphones and smartwatches** in schools

A Health Plan for Every Child

- a. **[New] Lifestyle Questionnaire** for parents to build awareness of child's current lifestyle habits, and a personalised child **Health Plan with Lifestyle Prescription** with focus areas to act on
- b. **[New] Childhood Health Behaviours Checklist** for parents to complete at Childhood Developmental Screening visits
- c. **[Update]** Additional resources for parents such as **Parenting for Wellness** website on Parent Hub

Enhanced Support for Schools

- a. **[Update]** Enhanced health and lifestyle data of the school to understand their students' health habits
- b. **[Update]** Enhanced support for **healthier canteens** through Healthy Meals in School Programme and canteen support pilot with healthcare cluster

MOH's new screen time guidelines for kids under 12



Below 18 months



- **No screen time** (except for video calls)
- Do not leave screens on in the background

18 months to 6 years old



- Screen time: **Under 1 hour daily** outside school
- Watch media with kids when possible
- Do not use screens to occupy or distract children
- Choose age-appropriate educational content
- Do not leave screens on in the background
- **No screens during meals and before bedtime**

7 to 12 years old



- Screen time: **Under 2 hours daily**, except for schoolwork
- Avoid giving children mobile devices with unrestricted internet and app access
- Avoid giving children access to social media

School Policy on the use of Mobile Devices (student organiser Pg 10&11)

- a. Students are not to use mobile devices during school hours including recess, CCA and after-school programme (e.g. support and enrichment classes).
- b. Mobile devices must be switched off and kept in their school bags during school-hours and after-school programmes.
- c. Students can only use mobile devices at designated areas (basketball court, playground and the learning spaces in front of the General Office).
- d. Students must display courtesy, consideration and respect for others when using mobile devices.
- e. Students must take personal responsibility for their mobile devices and ensure that they are always kept securely in their school bags.
- f. The school will not be responsible for damage or loss of mobile devices.
- g. Mobile devices will be confiscated if students fail to comply with the above rules and will be handed over to parents/guardians.

Students and Social Media

Did you know?

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

Parents may not be aware of the online risks

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

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%

Source: The Straits Times, 7 Feb 2021

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

Students and Social Media

THE STRAITS TIMES SINGAPORE LOG IN SUBSCRIBE PDF Q ☰

Parents unaware of social media age restrictions

In Singapore, 85 per cent of the children polled have social media accounts.

More worrying, 54 per cent of them were exposed to at least one cyber risk, with 43 per cent of them being victims of cyber bullying, 16 per cent involved in online sexual behaviours, and 12 per cent having chatted online with strangers and meeting them.

Parents like Mrs Ho, however, said they are aware of the dangers social media pose to their children.

She said of her daughter: "I monitor her usage, and I educate her. It is important to constantly remind her of dangers online."

Social Media Age Restrictions

Under 13 (with parental consent)	13 +	16+	18+	18 (13 with parental permission)
 GoBubble	 Facebook	 WhatsApp	 Meow Chat	 flickr
 PopJam	 Instagram	 Telegram	 Meet Me	 YouTube
 GRAM SOCIAL	 Twitter		 Tinder	 Spotify
	 Skype			
	 iTunes			
	 Pinterest			
	 MyLOL			
	 Wink			
	 Snapchat			
	 TikTok			
	 reddit			
	 ask.fm			
		17+		



SINGAPORE: Once again, gaming platforms are back in the spotlight of public scrutiny. Just a few weeks ago, it was announced that two teenagers in Singapore were dealt with under the Internal Security Act (ISA) for terrorism-related activities after becoming self-radicalised through platforms such as Roblox and Discord.

Source: CNA, 22 Mar 2023

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 proactive approach to discipline:

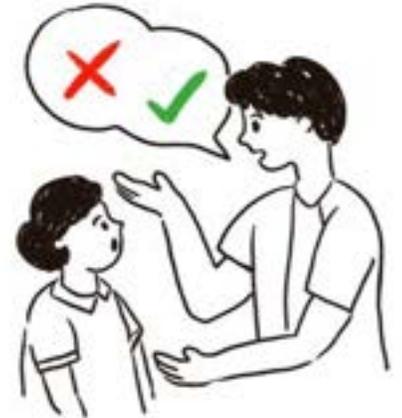


- **Promote** a safe and supportive environment and a culture of care.
- **Prevent** challenging behaviours from occurring.



A Positive & Proactive Approach to Discipline

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



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

School Rules

- **Love yourself**
- **Love Others**
- **Love the School**
- **Love our Country**

Expectation of Every Fuhua Gem



- **A**ttire
- **B**ehaviour
- **C**leanliness

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

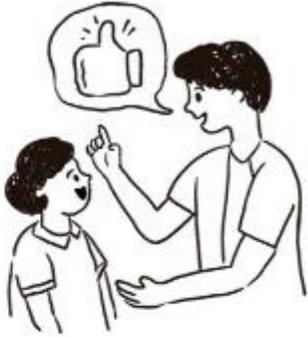
Happens when a person behaves in a way that hurts someone **repeatedly and on purpose**

Warning Signs To Look Out For

Distress Signals

- **D**isplaying out-of-character behaviour
- **I**njuries that are unexplained
- **S**udden changes in appearance, interest or habits
- **T**emperament changes (e.g. stressed)
- **R**ebellious/aggressive behaviour
- **E**xtended absence/deliberate social withdrawal
- **S**truggling to pay attention/increased lethargy
- **S**ending moody or morbid messages

How does the school manages when an incident reported

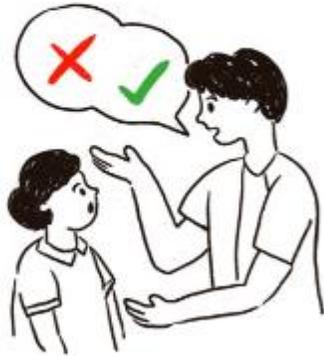


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Address

- Well-being of Students
- Alert parents
- Fact Finding

Correct

- Address underlying behaviours
- Emotional Support and Safety
- Intervention and consequences
- Update Parents

Replace

- Reflection
- Coping and Management strategies
- Monitor behavioural changes and improvement

Restore

- Reconciliation and Build Trust
- Foster pro-social behaviours

We need your support

- Punctuality to school
- Road Safety
 - Drop off, Use of Pedestrian Crossing
- Dismissal
 - Wait opposite the school to avoid congestion outside gates
- Use of Mobile devices



85th Founders' Day Celebrations

Date: Saturday, 18 July
Celebration of Learning
Open House & Awards Ceremony



Rooted in Gratitude, Serving with Purpose

Every Fuhua Gem – Learner, Leader and Innovator

Follow us on Social Media



Follow us on Instagram @Fuhua_Pri

Follow us on Facebook @FuhuaPrimary

Are you curious about what our Fuhua GEMs are doing all day in school? Do you want to know about upcoming events? Then follow us on Facebook and Instagram for the latest news and photos!

Consent to Photography and Videos

The school will occasionally take photographs / videos of students to create awareness of school activities and celebrate the learning and achievements of our students. These will be used on the school's website, school's official social media platforms, school's publications or other communication channels. In the use of photographs and videos, we exercise discretion and responsibility.

Photographs / video recordings may also be taken during various educational activities including classroom lessons, assessments, presentations, and learning activities. The school may use these recordings for educational purposes including assessment, instruction, professional development, and improving teaching and learning practices. Recordings will be stored securely and used only by authorized school personnel for legitimate educational purposes.

If you do not wish for your child/you to be featured in these materials, please inform the school via <https://go.gov.sg/fhpsphotographynonconsent>.





THANK YOU!

