

Parents Engagement Curriculum Briefing Primary Three and Four

Thursday 6 February 2026



OUR VISION
Every Fuhua Gem – Learner, Leader and Innovator

OUR MISSION
Creating Opportunities · Leading Learning · Building Communities

FUHUUA
PRIMARY SCHOOL

Programme

1 Welcome

2 Student Learning Experiences@Fuhua

- Teaching & Learning
- Fuhua GEM+

3 A Caring and Enabling Environment

Key Personnel

DEPARTMENT	NAME
ENGLISH	MRS NISHA IBRAHIM, MS DHANYA NAIR
MATHEMATICS	MS LIM HWEE HONG, MDM NORFARISHAH ASHERINA, MRS VIVIAN SOH
MOTHER TONGUE LANGUAGES	MR ROY LEE LIAN HUI, MS LIU SI TING
SCIENCE	MDM LI QINFANG, MRS SANTI MARAN
STUDENT DEVELOPMENT TEAM	P1 P2: MS EUNICE TENG SHU MIN P3 P4: MRS LIEW-LIM YAN MUI P5 P6: MDM NURAINA MOHAMED, MS YAP SHU JUN
CHARACTER & CITIZENSHIP EDUCATION	MDM NURUL HUDA JUMA'AT
STUDENT MANAGEMENT	MR JULLIAN LAU KAR WAI

DEPARTMENT	NAME
PE, CCA, ARTS	MR DARYL ONG WEI LOON
STUDENT LEADERSHIP	MDM FARIDAH MOHAMED ALI
STUDENT WELL-BEING	MR LIM YANG JUN
INFOCOMM AND TECHNOLOGY	MDM SITI SHOFURAH
PARTNERSHIPS	MS SUNG HUIMIN
SCHOOL STAFF DEVELOPER	MDM SELENE TAN POH HONG
ADMIN OPERATIONS	MDM LOY CHOI KHUAN MR CHUA WEE HIANG

Teaching & Learning @ Fuhua

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

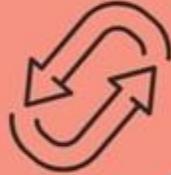
TEACHING AND LEARNING FRAMEWORK

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



Curriculum Matters

English Language

Changing Context of Language Use

Empathetic Communicators
Listen actively, communicate confidently, collaborate effectively.

Discerning Readers
Critically evaluate information, distinguish fact from falsehood.

Creative Inquirers
Explore issues, synthesize information, co-create solutions.

Focus
Cultivating broad worldviews, multi-ethnic sensitivities, emphasising on digital literacy and higher-order cognitive skills and critical thinking



Language for communication

- Students build and refine their speaking, listening, reading, and writing skills to communicate ideas clearly and effectively.
- Skills are taught explicitly and practised together, helping students use language confidently for different purposes and audiences.

Language as Meaning-Making

- Students learn how English works by exploring and creating a range of text types, including print, visual, and digital texts.
- Using real and purposeful texts, they examine how language features, patterns, and structures shape meaning and support understanding.



Building Confidence and Participation

- Encourages active interaction and sharing of ideas
- Supports self-expression through discussion and collaboration
- Provides a safe environment for exploratory talk
- Builds student confidence, motivation, and positive learning attitudes

Developing Future-Ready Learners

- Focuses on multiliteracies across print, visual, and digital texts
- Develops critical thinking and inquiry skills
- Guides students to process information thoughtfully
- Encourages self-regulation and independent learning

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

- At middle primary, your child will start to write passages and develop skills to understand reading materials and questions.
- This is also when **formal assessments** begins for our students. Our assessments are **interactive, engaging and connect to real-life situations**:
 - **Speaking Tasks** - Your child demonstrates their speaking skills through a simple presentations
 - **Writing Portfolio** - Your child begins building a collection of their writing work, allowing them to see their own progress and development

Culture

To love and appreciate our traditional ethnic culture

- We offer various programmes that help our middle primary students explore their heritage in meaningful ways:
 - **Cultural celebrations** - Your child participates in festivals and events that make traditions come alive
 - **Mother Tongue Fortnight Programme (MTFP)** - Your child enjoys traditional folktales, tries cultural crafts, and participates in fun cultural activities
- These experiences help your child **build a connection to their culture**. They learn to feel proud of their heritage and excited to share cultural traditions with others.

Connect

To hone our 21st Century Competencies

- To build your child's confidence in communication and collaboration, we provide opportunities to teach them teamwork, creative thinking, and problem-solving.
- These activities help your child become a **confident communicator and collaborator** who can work well with others. They learn to **think critically**, adapt to new situations, and solve problems - skills that will help them succeed in school and life.

Higher Mother Tongue Language at Upper Primary Levels

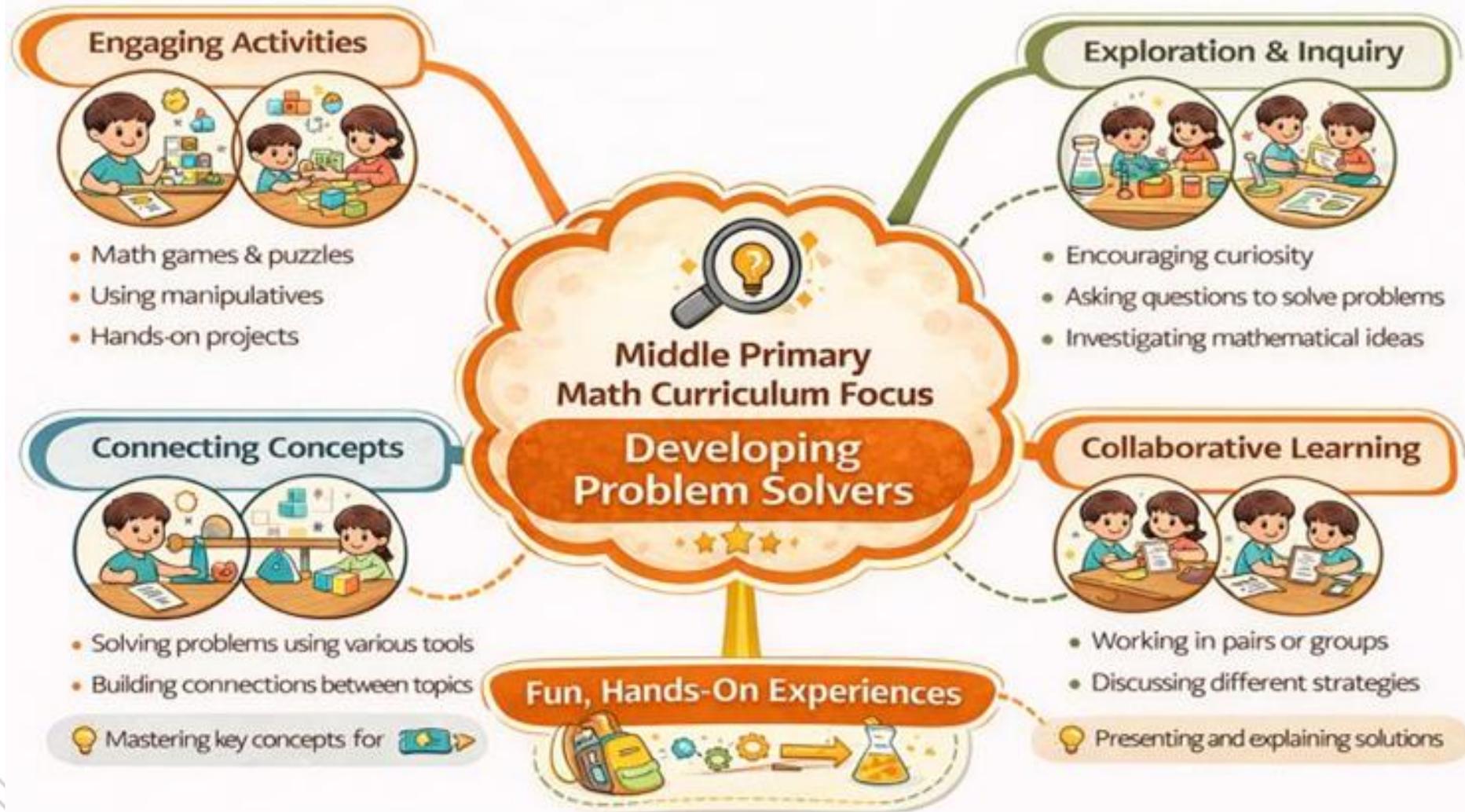
- **Important considerations:**

- HMTL is offered as the **5th subject**, it requires **additional commitment** from students, including:
 - Separate HMTL examination papers during year-end assessments
 - 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.

Higher Mother Tongue Language at Upper Primary Levels

- We recommend Pri 5&6 HMTL only for students who are **academically ready** to manage the additional workload whilst maintaining their performance in other subjects.
- If your child shows interest in HMTL but needs more time to develop their readiness, HMTL is still available **when they enter secondary school**. This allows them to build a stronger foundation before taking on the enhanced curriculum.

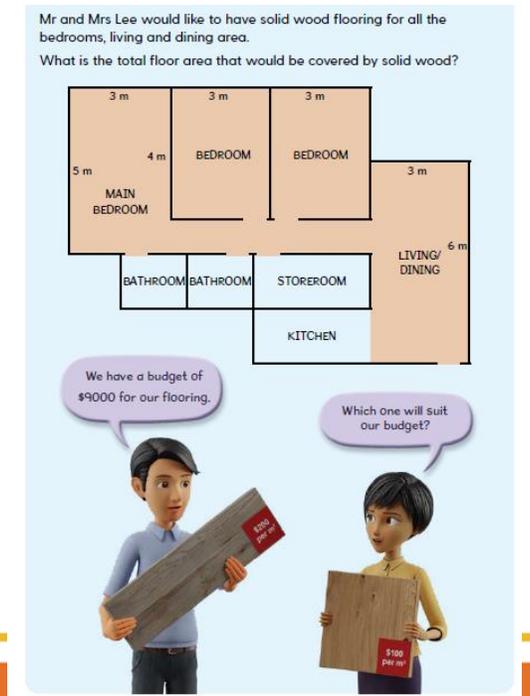
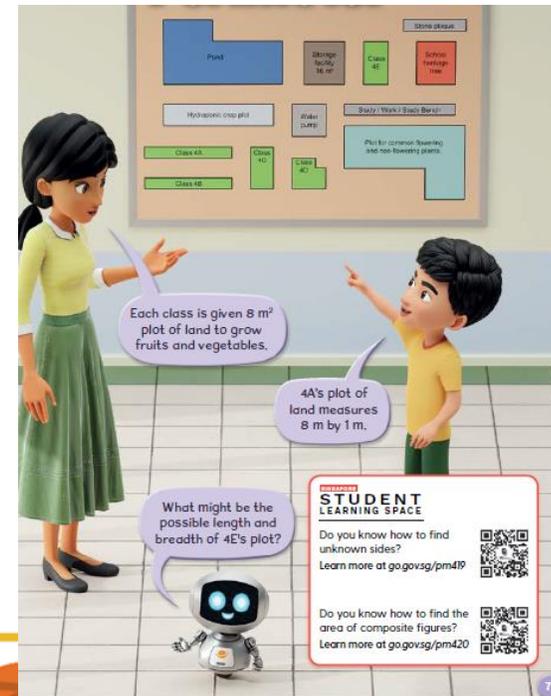
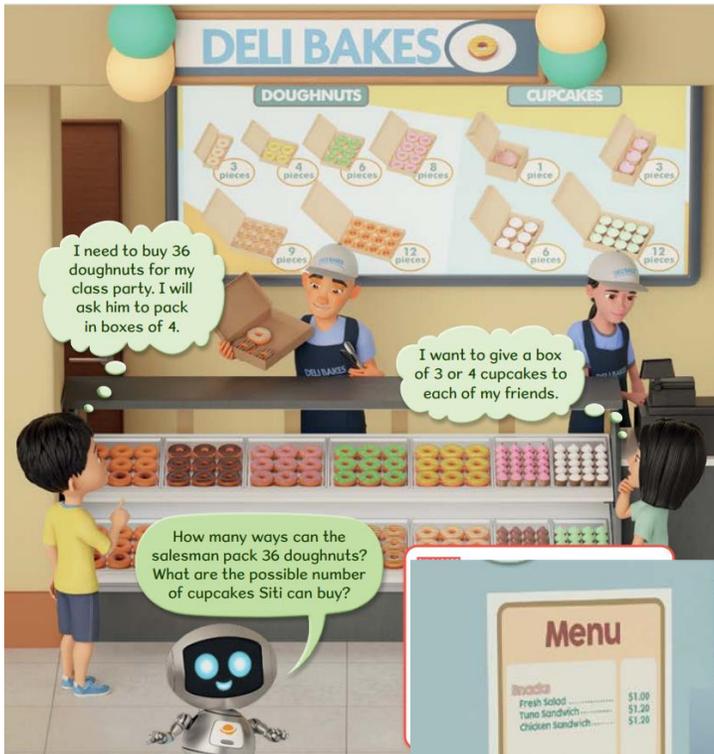
Mathematics



Making Learning Meaningful

In the new Math Textbooks, the chapter opener at the start of each chapter helps students to see the relevance of Math in their real-life.

Building interest, awareness and allowing opportunities for reasoning.



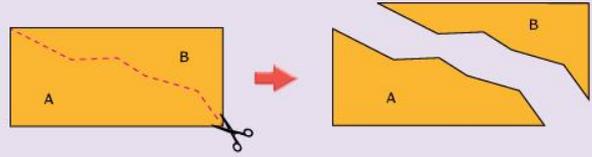
Reinforcing Learning through Mathematical Communication

Using activities like having students explore the perimeter of composite figures with spaghetti supports the development of **mathematical reasoning**.

Students learn to share their ideas and solutions with others by using pictures, numbers, and simple symbols so that they can explain what they are thinking and understand what others are saying.

 **Thinking Aloud**

The rectangle below was cut into two pieces.



 Hassan: The area of A is greater than area of B.

 Siti: The perimeter of A is greater than perimeter of B.

 Raju: The perimeter of A is the same as perimeter of B.

Are the children correct?

Learning through Technology

Students collaborate to:

- learn about rounding of whole numbers using virtual die
- collect data using online tally chart
- organise and represent data using Spreadsheet

Use of ICT to communicate ideas and build knowledge.

Parents Supporting Student Learning

Plan

Choose one or two topics that you would like to work on.

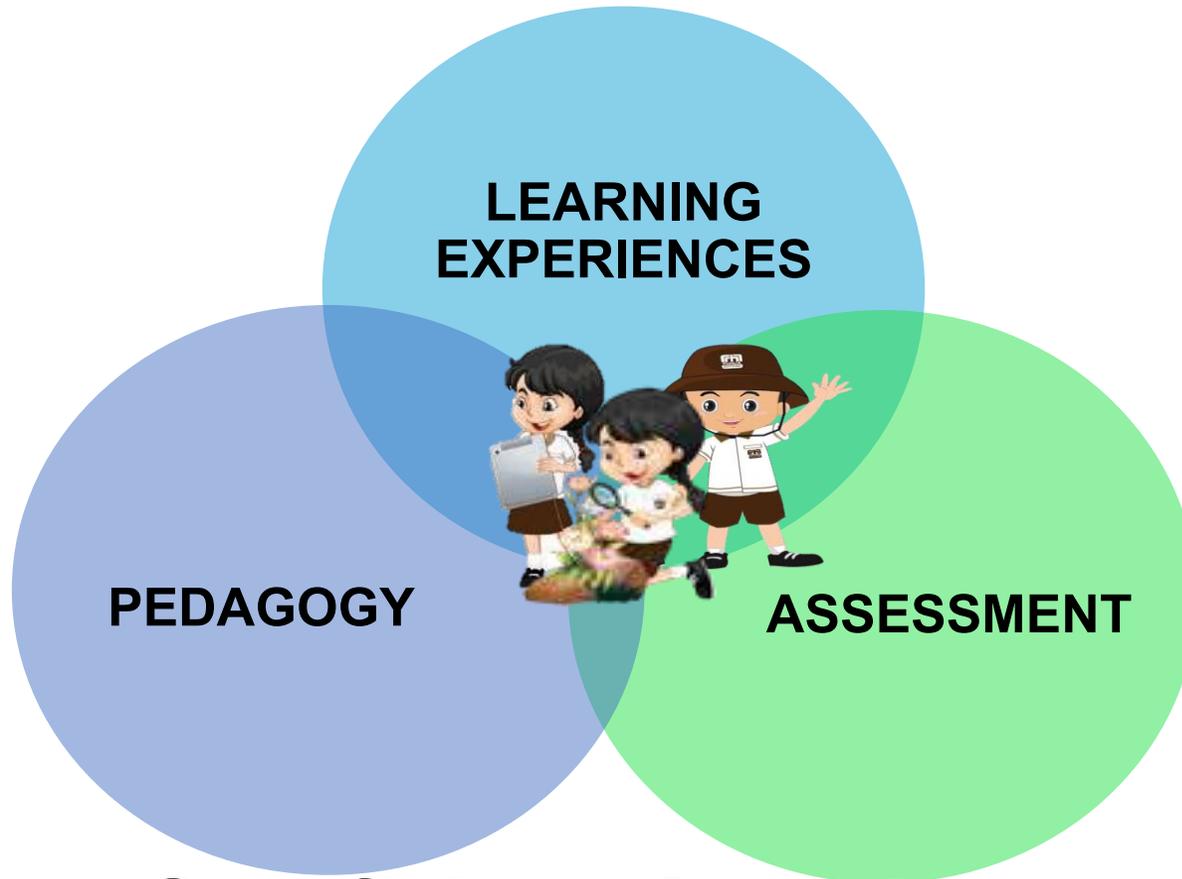
- Length - Concepts: _____
- Mass - Concepts: _____
- Volume - Concepts: _____
- Time - Concepts: _____
- Area and Perimeter - Concepts: _____
- Area of triangle - Concepts: _____
- Volume of cube and cuboid - Concepts: _____

Plan

Ask yourself the following questions:

1. When will I start working?
2. Where will I work?
3. How will I work?
4. What do I need to know or do to get this done?
5. What does the teacher want me to do?
6. What do I want to learn?

Science - Pique Scientific Curiosity



Confident Inquirers

A confident inquirer is one who enjoys scientific inquiry and apply scientific concepts and skills to make responsible decisions.

First Science Lesson at Primary 3

What is a Scientist?

A person who ...

records

**asks
questions**

wonders

discovers

observes

experiments

collects

Ways of Thinking and Doing (WOTD)

supports students in learning science as inquirers and involves various skills and processes.

Demonstrating WOTD		
Investigating	Evaluating and Reasoning	Developing Explanations and Solutions
Posing questions and defining problems	Communicating, evaluating and defending ideas with evidence	Using and developing models
Designing investigations	Making informed decisions and taking responsible actions	Constructing explanations and designing solutions
Conducting experiments and testing solutions		
Analysing and interpreting data		

While conducting investigations, students acquire skills such as observing, comparing, investigating.

Co-constructing knowledge through collaboration

Working together, students acquire basic science concepts and skills as well as hone scientific inquiry

Key Idea: There are living and non-living things

WOTD: Conducting investigations

Activity 10: Things around us
 Aim: To observe a variety of living and non-living things
 What we need: Magnifying glass
Let's Inquire
 1. Walk around the school in pairs.

Activity Book

Task:
 With the worksheet provided, draw the things that you see around you in the Eco Garden.
 Are they living things or non-living things?
 How do you know?

Additional worksheet for Page 1 activity book (Activity 1.1)

Your task: I can observe and collect data like a scientist.

(i) Observe the things you see around the school. Use the magnifying glass if needed.
 (ii) Collect data of the things you have observed by recording it in the space provided.
 (iii) Indicate whether it is "living thing", "non-living thing" or "not sure".

My observations	The object is: (Tick the appropriate box)
	<input type="checkbox"/> Living thing <input type="checkbox"/> Non-living thing <input type="checkbox"/> Not sure

(a) What kind of observations will help us to answer our questions?
 (b) How do we observe and collect data/evidence to support our claim?
 (c) How can we record the data so that it makes sense to us later?

Additional worksheet for Page 1 activity book (Activity 1.1)

Your task: I can observe and collect data like a scientist.

(i) Observe the things you see around the school. Use the magnifying glass if needed.
 (ii) Collect data of the things you have observed by recording it in the space provided.
 (iii) Indicate whether it is "living thing", "non-living thing" or "not sure".

My observations	The object is: (Tick the appropriate box)
	<input type="checkbox"/> Living thing <input type="checkbox"/> Non-living thing <input type="checkbox"/> Not sure

Reason: David is a living thing because he needs food

Provide scaffold for observations through questions

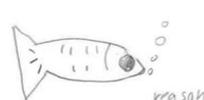
Key Idea: There are living and non-living things

WOTD: Conducting investigations

Activity 10: Things around us
 Aim: To observe a variety of living and non-living things
 What we need: Magnifying glass
Let's Inquire
 1. Walk around the school in pairs.

Activity Book

fish



reason: Needs air, food and water to survive

<input checked="" type="checkbox"/> Living thing <input type="checkbox"/> Non-living thing <input type="checkbox"/> Not sure
--

Stall 2



Yum

The Auntie is a living thing because she needs food.

<input checked="" type="checkbox"/> Living thing <input type="checkbox"/> Non-living thing <input type="checkbox"/> Not sure
--

Examples of students' artefacts illustrating how they have recorded their observations and their reasonings

Infusing tech tools and e-Pedagogy

to further enhance the acquisition and mastery of Science inquiry for deepening conceptual understanding.

Parent Support

4 Young Scientist Badge Scheme



You are encouraged to explore the following badge(s) and task(s) through the [YSBS website](#).

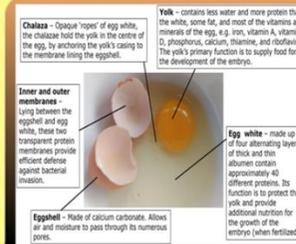
Badge	Task
I'm a Young Ecologist	Task 17: Carry out an investigation to find out what are the effects of an environmental condition on a plant.

Featured Projects

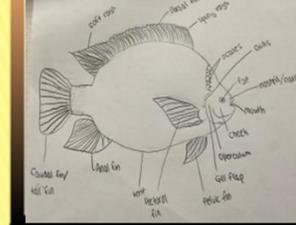
500g Weight



Ainsley Tan Ting En
North Vista Primary School



Hayden Kua



Lai Hoi Yan Grace
Teck Ghee Primary School



Featured Projects →

Assessment Matters

-  **Purpose:** Support learning and monitor progress
-  **Assessments:**
 - Formative feedback in daily lessons
(e.g. classwork, quizzes, observations, feedback)
 - Weighted Assessments (WA)
(WA1 - 15%, WA2 -15%, WA3 - 15%)
 - End-of-Year Examination (55%)
-  **Focus:** Understanding, application, problem-solving
-  **Parents' Role:** Encourage effort, review teacher feedback

Fuhua GEM+

(Project-based Learning)

Project-based Learning for Primary 1 to Primary 6

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

Every Fuhua Gem – Learner, Leader and Innovator

Overview of the Programme

Level	LLP	ALP	VIA	Learning Experiences
P3 Resilient Future	<ul style="list-style-type: none">● Learning Journey to Kok Fah Technology Farm and Gardens by the Bay to understand how Singapore uses innovative technology to increase productivity and ensure sustainability● Experience basic gardening● Write a green nation pledge	<ul style="list-style-type: none">● Learn to code micro:bit devices to design and create self-watering systems	<ul style="list-style-type: none">● Outreach with Loving Hearts● Interview Farmers● Gardening in school	<ul style="list-style-type: none">● Collaboration● Critical Thinking● Communication

Overview of the Programme

Level	LLP	ALP	VIA	Learning Experiences
P4 Resilient Future	<ul style="list-style-type: none">● Learning Journey to Edible Garden City:<ul style="list-style-type: none">✓ understand about food security✓ Observe the various agricultural techniques used● Experience soilless gardening	<ul style="list-style-type: none">● Learn to code using micro:bit devices; use of moisture sensor to detect moisture level of paper soil; use of light and temperature sensor.	<ul style="list-style-type: none">● Outreach with Loving Hearts (sharing the learning with the seniors from Yuhua Loving Hearts on the importance of food security)	<ul style="list-style-type: none">● Collaboration● Critical Thinking● Communication

FOSTERING A CARING AND ENABLING ENVIRONMENT CONDUCTIVE FOR LEARNING

Level Focus at Primary Three

- **Bonding in a new Class**
- **Learning to work with others**
- **Building self confidence in learning**
- **Demonstration of school values**

Level Focus at Primary Four

- **Reaching out to others**
- **Emotional management when working with others**
- **Building self confidence in learning**
- **Awareness of strengths and weaknesses**

Executive Functional 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.



Pause and calm your body.
(e.g. deep breaths, take a moment)

Consider the situation and choices.
(e.g. reflect and think what can help)

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.



Executive Functioning Skills @ FHPS

Character Traits Of The Week

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

Thursday

Character Trait of the Week Date: 22 Jan '26

Attendance: 35 / 36

Absentee(s)

Reminder(s)

I will stop to help.

We will respect each other.

We will learn together.

We will show empathy and perseverance.

Bring a story book.

I will do what I can to help.

05 Thursday

Subject	Things to do	Due Date	Done (✓)

I will listen to others with empathy.

08 Thursday

Subject	Things to do	Due Date	Done (✓)

09 Friday

Subject	Things to do	Due Date	Done (✓)

Notes from Teachers / Parents

Citizen Leaders @ Fuhua

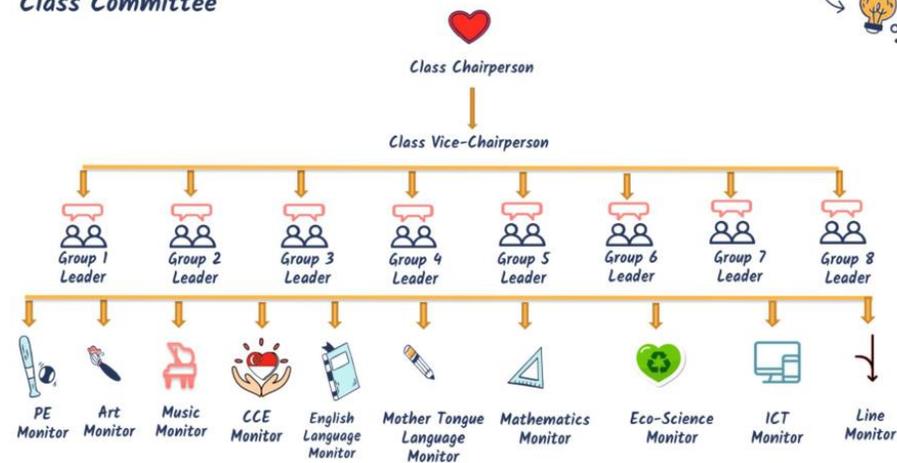
Every Gem a Citizen Leader

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.



Class Committee



Every Fuhua Gem – Learner, Leader and Innovator

iLOVE

I Look Out for my Valuable Experience

- Classroom activities such as board gaming, brain teasers, handicrafts
- Gardening
- Library activities such as STAR Readers, Cyberwellness
- Dancercise
- Sports and games

Other Learning Experiences include:
Learning Journeys
Swimsafer Programme (P3)
Co-Curricular Activity (CCA)
P1&P4 Buddy Programme

Parents as Partners

Raising a Happy, Confident, and Kind Generation Together

Parents as Partners

Respectful Communication

Foster kind words and
actions between
parents and educators



Role Models

Show our children
the skills and values
they need for life



Real Connections

Cultivate strong
relationships and
healthy habits in
this digital age



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

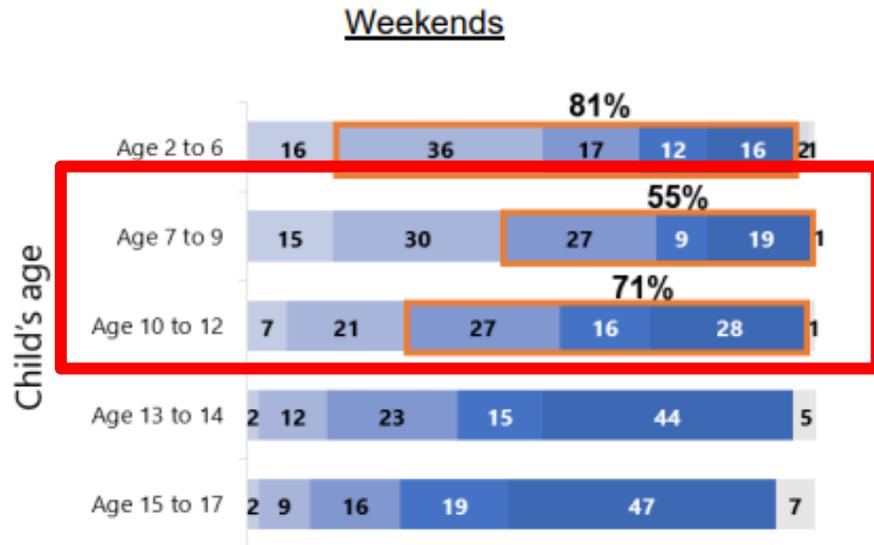
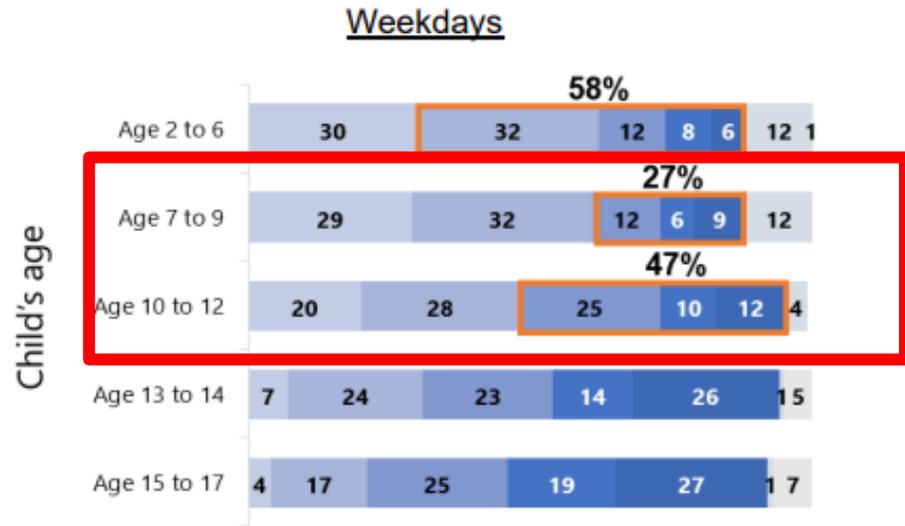


Establish good habits for our children to stay confident and in control of their technology use



Provide a balanced mixed of engaging online and offline activities

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



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

■ < 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

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.

Infographic: Clara Ho

Source: Ministry of Health, Jan 21, 2025



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%

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

Source: The Straits Times, 7 Feb 2021

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 <i>(with parental consent)</i>	13 +	16+	18+	18 <i>(13 with parental permission)</i>
 GoBubble	 Facebook	 WhatsApp	 Meow Chat	 flickr
 PopJam	 Instagram	 Telegram	 Meet Me	 YouTube
 GRAM SOCIAL	 Twitter		 Tinder	 Spotify
	 skype Skype			
	 iTunes			
	 Pinterest			
	 MyLOL			
	 Wink			
	 Snapchat			
	 TikTok			
	 reddit			
	 askfm			
		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 pro-active 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



- **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.

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

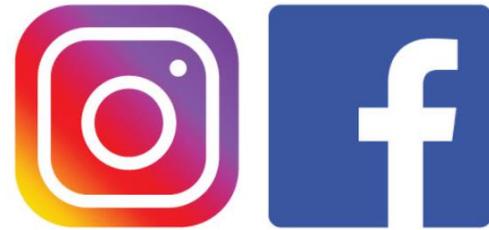
Date: Saturday, 18 July
Celebration of Learning
Open House & Awards Ceremony



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>.



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