

Parents Engagement Curriculum Briefing Primary 5 and 6

Friday, 6 February 2026



OUR VISION
Every Fuhua Gem – Learner, Leader and Innovator

OUR MISSION
Creating Opportunities · Leading Learning · Building Communities

FUHU A
PRIMARY SCHOOL

Student Learning Experiences @ 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 & Learning @ Fuhua



Every Fuhua Gem – Learner, Leader and Innovator

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 as a Tool for Communication and Influence:

- Explore and create a range of print, visual and digital text types
- Examine how writers use deliberate language choices, tone and structure to shape meaning and express viewpoints
- Analyse how these choices influence readers and create impact



Critical response and Application::

- Respond critically to print, non-print and digital texts by identifying authorial intent and perspective
- Use authentic texts to examine language patterns, tone and structure
- Apply effective language, tone and structural strategies to **create** purposeful texts that engage audiences

Positive Attitudes & Engagement:

- Encouraging interaction, self-expression, and affective engagement.
- Safe environment for exploratory talk, building confidence and motivation.



e21CC Century Competencies:

- Emphasis on **multiliteracies**, critical thinking, and inquiry-based learning.
- Students are guided to process information critically and self-regulate their learning.



Learner-Focused Interaction in English Language

For more information on department programmes, please visit our website.



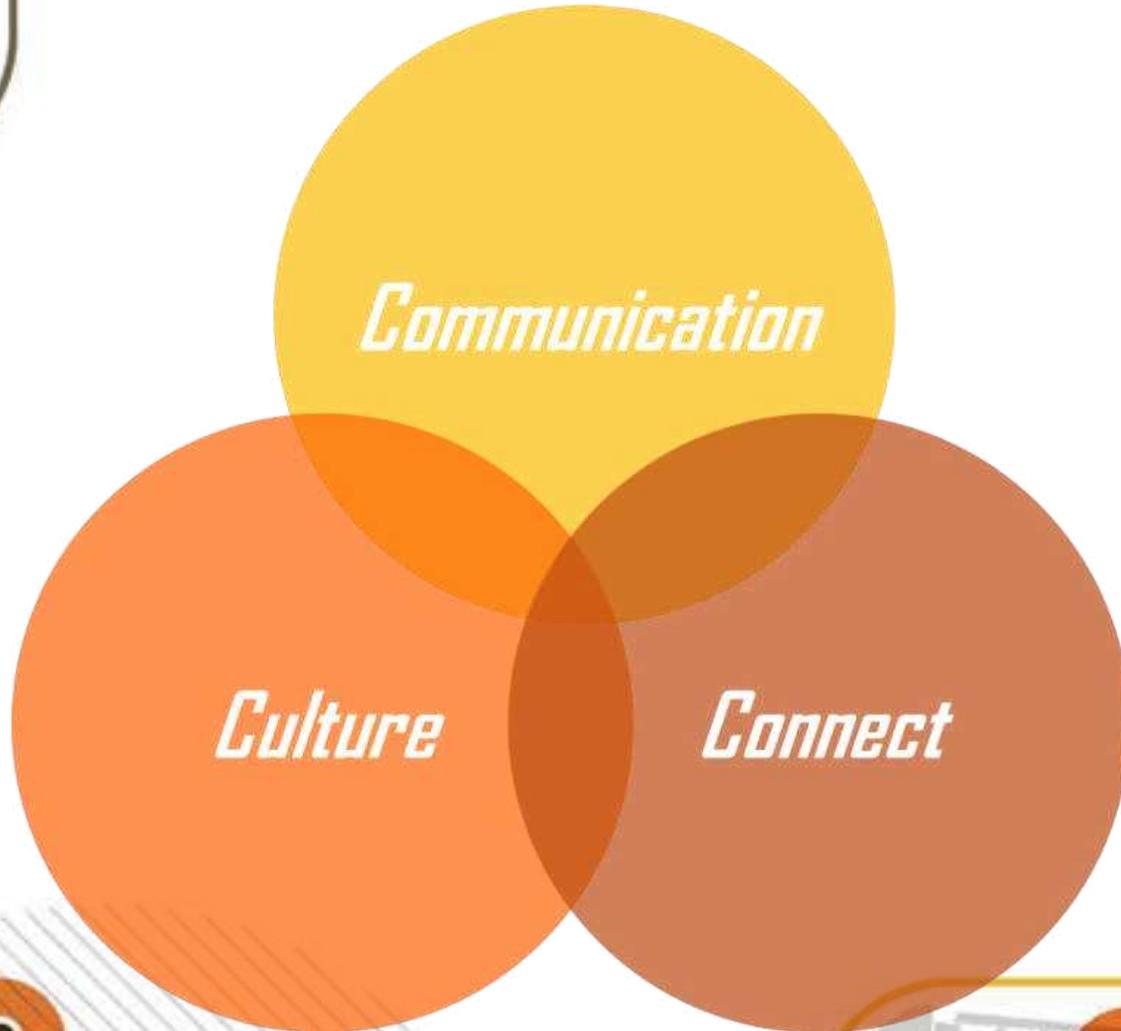
Collaborative Writing and Peer Feedback

Talk, Task and Technology in the classroom



Mother Tongue Languages

Joyful Learning, Confident User



Communication

To interact with others confidently in our Mother Tongue Language

Culture

To love and appreciate our traditional ethnic culture

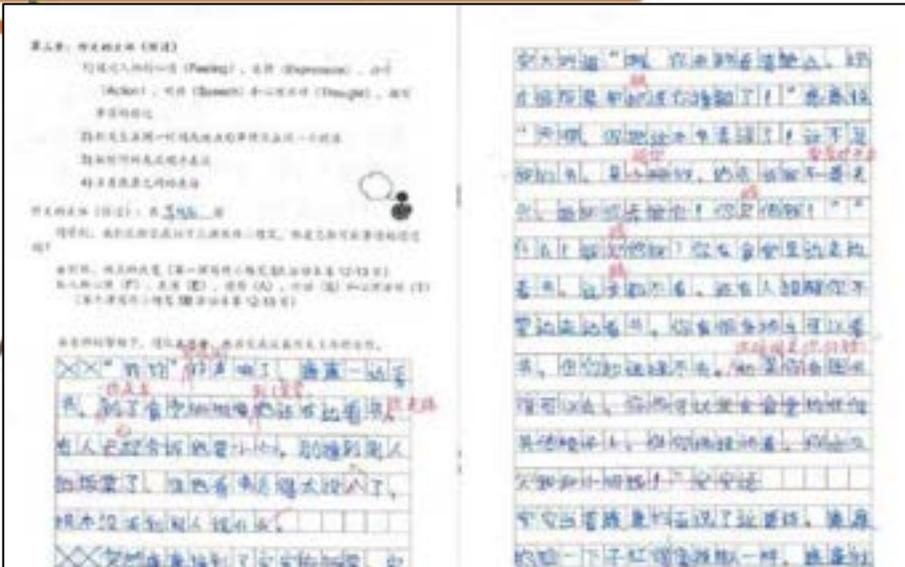
Connect

To hone our 21st Century Competencies

Communication

To interact with others confidently in our Mother Tongue Language

- At upper primary, we will continue to build your child's MTL foundation so that they can **communicate effectively in different situations**.
- They will be equipped to **speak and write at a higher level** - writing more detailed essays and reading complex passages and questions.



Getting attuned to writing essays of longer lengths



MTL Scrabble Competition:
Building up language competency in a different situation

Articulating and
responding clearly



Communication

To interact with others confidently in our
Mother Tongue Language

- Our **assessments are connected to real-life situations**. They help your child practise **using the language in different real-world contexts**.
 - **Speaking Tasks** - Your child demonstrates their speaking and presentation skills based on a more complex stimulus
 - **Writing Portfolio** - Your child will engage with questions which require deeper mastery of writing skills



Real-world context: The Pri 5 Speaking Task challenges
our students to think about neighbourly relationships

Culture

To love and appreciate our traditional ethnic culture

- At upper primary, your child moves beyond simply learning about their culture to developing the ability to **share the beauty of their heritage with others**.
- We offer various programmes that help students explore their heritage in meaningful ways:
 - **Cultural celebrations** - Your child participates in festivals and events that bring traditions to life
 - **Mother Tongue Fortnight Programme (MTFP)** - Your child engages with traditional elements like folktales, crafts, and cultural activities



Appreciation of MTL via theatre arts

Hands-on exposure to cultural experiences



Thinking critically about essay ideas
with the assistance of SchoolAI chatbot



Connect

To hone our 21st Century Competencies

- Your child will learn to work effectively with their classmates, so as to improve their **collaboration and communication** skills.
- Through carefully designed lessons and group activities, your child has opportunities to practise essential **collaboration & communication** skills, and hone their **critical thinking skills**.



Having the opportunity to produce
a video presentation in their MTL with peers

Mathematics

Developing Problem Solvers for 21st Century Competencies

Nurturing Positive Mathematical Dispositions

- Building confidence and enjoyment in Mathematics
- Encouraging a growth mindset
- Promoting attitudes of perseverance and collaboration

Deepening Mathematical Concepts



- Making connections between mathematical concepts
- Exploring concepts through investigations and real-life problems

PRIMARY MATHEMATICS CURRICULUM Supports

Developing 21st Century Problem Solvers

From Conceptual Understanding to Application



- Applying Mathematics to real-world situations
- Using multiple problem-solving heuristics
- Showing how math concepts connect to daily life and the world around us.

Engaging & Authentic Learning Experiences



Focus: Critical thinking and reasoning

Every Fuhua Gem – *Learner, Leader and Innovator*



Curriculum that supports development of 21st CC

Help Mrs Soh!

Mrs Soh does laundry for her family every week.

She does one load of laundry each time.

Instead of using a full capful, she uses $\frac{3}{4}$ of a capful of laundry detergent for each wash.

She knows that:

- 1 full capful = $\frac{1}{20}$ litre

Mrs Soh wants to buy a laundry detergent that is worth buying and gives the best value for money.



6EXC

Task

You are going to help Mrs Soh decide which laundry detergent is worth buying.

- Visit <https://www.fairprice.com.sg>
- Search for liquid laundry detergent
- Choose at least 3 different brands

- Students learn the concept of division of fractions by applying it to a real-life context.
- By comparing different detergent brands, students are required to think critically and adaptively.

Providing opportunities for collaboration, adaptive and critical thinking.



THE ULTIMATE SMART SHOPPERS: LAUNDRY EDITION



Goal:

Help Mrs Soh decide which laundry detergent gives the best value for money.

Our findings:

	Brand	Capacity (in litres)	Price
A	FairPrice Laundry Whitener	2.4L	\$9
B	Secretaire Laundry Wash	5.4L (1kg)	\$15.50
C	Secretaire Laundry Wash	10.8L (2kg)	\$31.00

Decision:

Which laundry detergent is worth buying?

Explain your answer using:

- Mathematical calculations
- Comparison of value for money



A is the cheapest detergent while E has the most amount of water. If considering price, B is best at \$15.50 per wash.

Nurturing Positive Mathematical Dispositions

**Pi Day
(14 Mar)
(22 Jul)**



**Breakfast
Club
(P5 and P6)**

**Math
Competitions
(P4 to P6)**

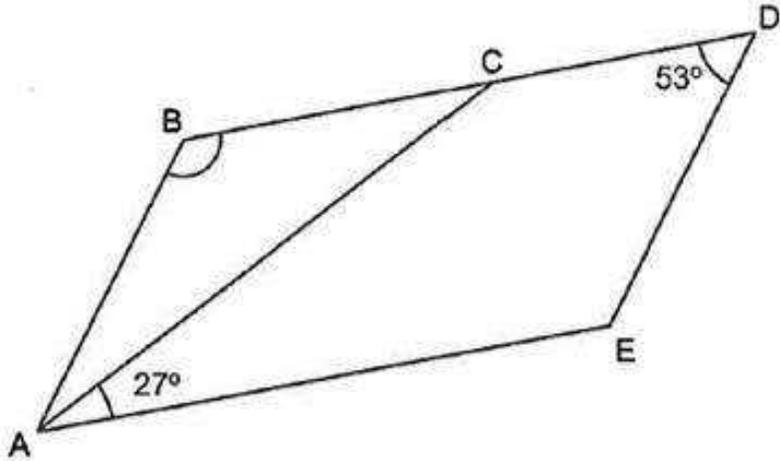


**Performance
Tasks**

**Math Support
Programme**

From Conceptual Understanding to Application

In the figure below, ACDE is a trapezium. CD is parallel to AE. BCD is a straight line and $AB = BC$.



(a) Find $\angle ABC$.

(b) Circle the words that describe ABDE correctly in the following statement:

ABDE (is / is not) a parallelogram because AB (is / is not) parallel to ED.

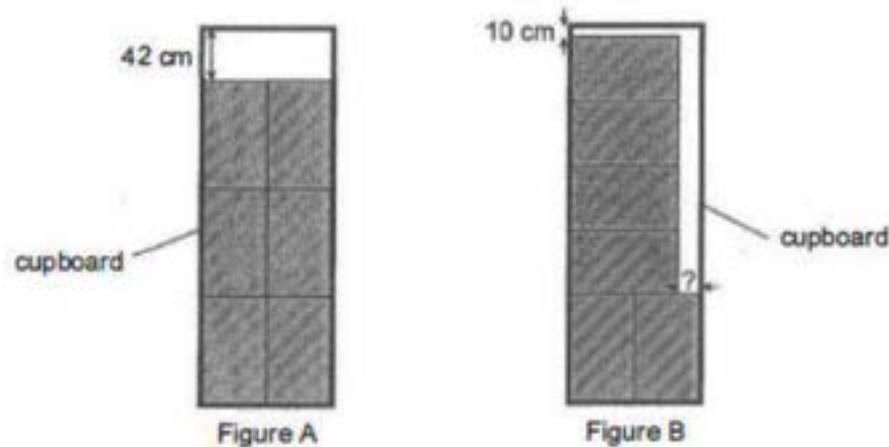
[1]

- Shift in how students are expected to approach mathematical problem-solving
- No longer required to rely solely on applying formulas or recalling properties
- Students need to carefully analyse the given information to support their conclusions
- Students need to connect multiple concepts learn to prove their reasoning

From Conceptual Understanding to Application

Six identical rectangular boxes can be stacked into a cupboard 0.9 m wide.

Two arrangements are shown below. The first arrangement in Figure A leaves a 42-cm gap at the top. The second one in Figure B leaves a 10-cm gap at the top and another gap at the side.



(a) In the arrangement shown in Figure B, what is the width of the gap at the side?

(b) What is the height of the cupboard in metres?

- Shift in how students are expected to approach mathematical problem-solving
- No longer required to rely solely on applying formulas or recalling properties
- Students need to carefully analyse the given information to support their conclusions
- Students need to connect multiple concepts learn to prove their reasoning

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.

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 in groups, students **strengthen skills** such as **observing, comparing, investigating**.

Co-constructing knowledge through Inventive Thinking, Collaboration, Communication and Critical Thinking (IC3)



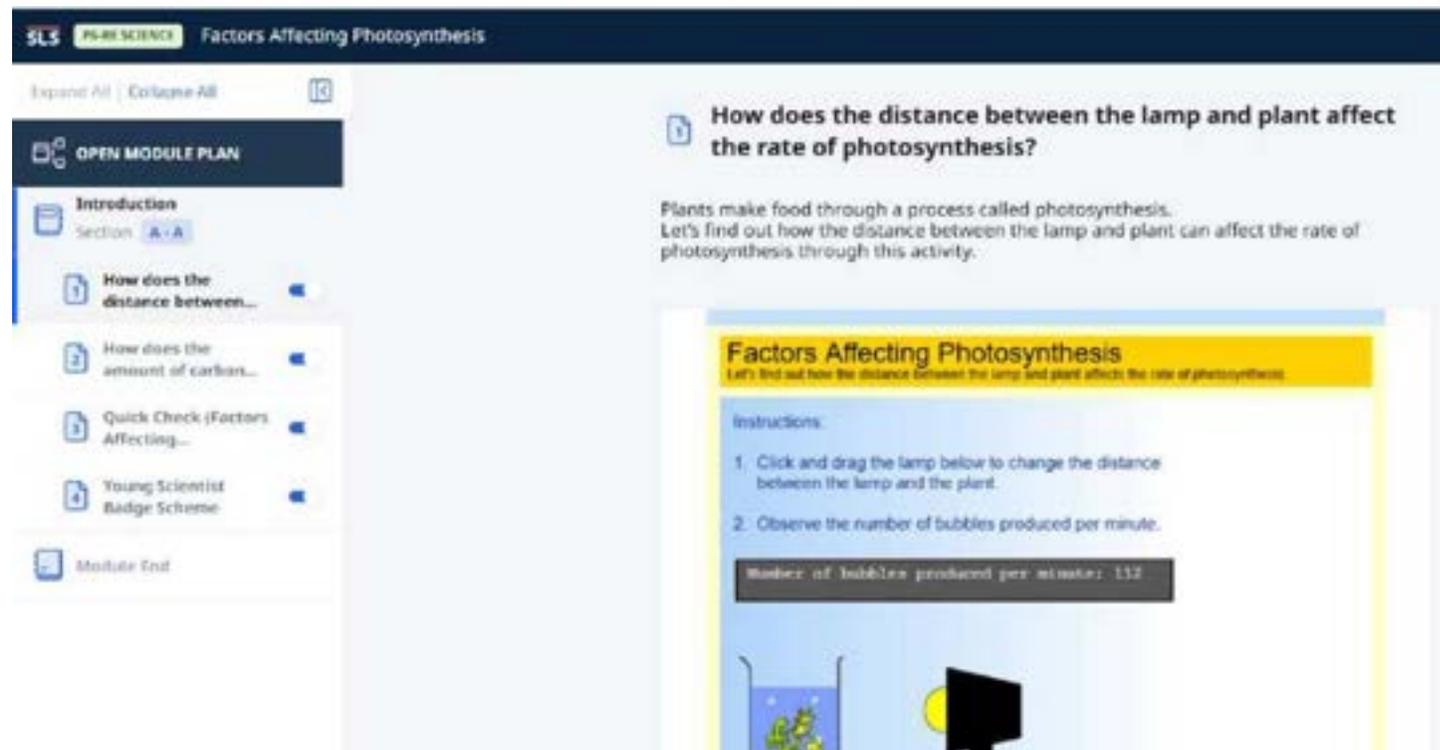
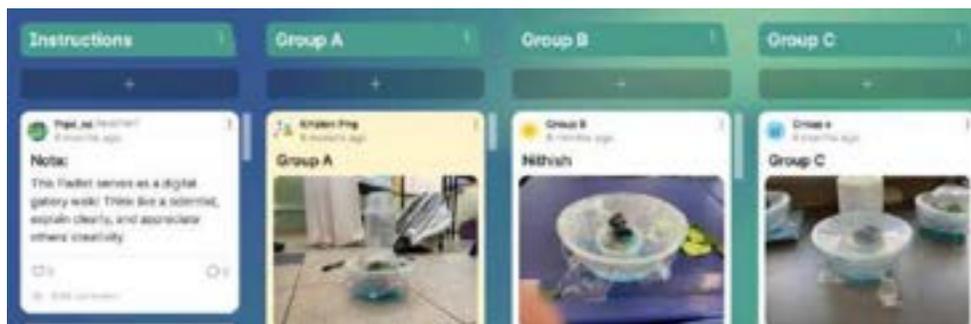
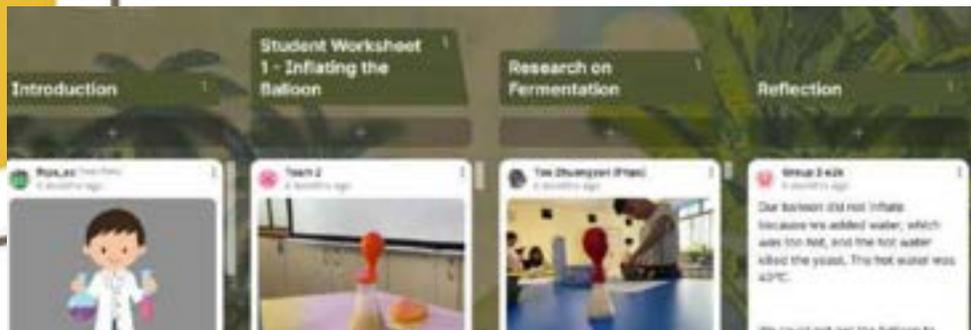
To hone scientific inquiry skills & apply core ideas of Science to real-life scenarios.



For more information on department programme, please visit our website.



Infusing tech tools and e-Pedagogy



To further enhance and deepen students' conceptual understanding in mastering key scientific concepts

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Real-life Applications in Questions

PSLE 2025, Q22

Michael is cooking some food wrapped in leaves over a fire as shown.



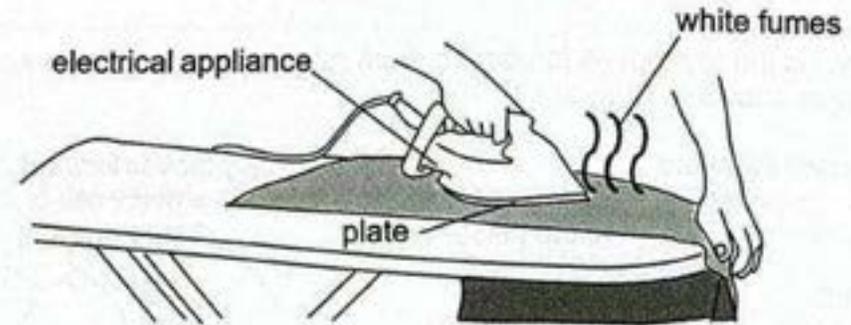
Which statement best explains why there are burnt marks on the leaves after a while?

- (1) The food is a poor conductor of heat.
- (2) The leaves allow heat to pass through.
- (3) The leaves are poor conductors of heat.
- (4) The temperature of the food is too high.

()
(2025/(A)/22)

PSLE 2025, Q39

Hassan used an electrical appliance to press a shirt that was still damp and saw white fumes rising above the shirt.

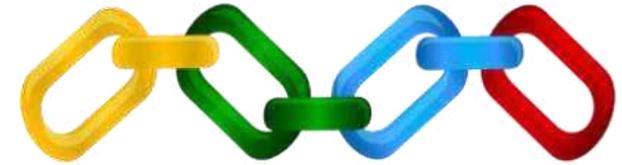


(a) Explain how the white fumes were formed.

[2]

FUHUA GEM+

(Project Based Learning)



- 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

Overview of the Programme

Level	LLP	ALP	VIA	Learning Experiences
P5 & P6 Energy Reset	<ul style="list-style-type: none"> • Learning Journey to Republic Polytechnic to learn the application of renewable energy in industries • Gain hands-on experience with solar technology • Understand the importance of Energy Reset and its Goals • Learn the uses of solar powered energy & set up the solar-powered light • Conduct sharing with seniors 	<ul style="list-style-type: none"> • Acquire coding skills to program drones designed for solar panel cleaning 	<ul style="list-style-type: none"> • TIE with Tungmahamek School, Bangkok • Social Studies Performance Task, aligned to TIE • Training for HDB Heartland Ambassador Programme • Outreach to HDB Heartland Ambassador Programme • Short presentation for seniors to learn tips on how to be gracious neighbours 	<ul style="list-style-type: none"> • Collaboration • Critical Thinking • Communication

LLP: Renewable Energy + Upcycling



ALP: Drone Coding



VIA: Senior Visit



FOSTERING A CARING AND ENABLING ENVIRONMENT CONDUCTIVE FOR LEARNING



UPPER PRIMARY LEVEL FOCUS

Caring and Respectful Relationships

Growth Mindset & Values Inculcation





VIP Chats & Group Discussions



Group Activities





Class Activities

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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.

- 
- 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.



UPPER PRIMARY



CHARACTER TRAITS OF THE WEEK

I will listen to others with empathy.

08 Thursday _____ °C _____ °C

Subject	Things to do	Due Date	Done (✓)

09 Friday _____ °C _____ °C

Subject	Things to do	Due Date	Done (✓)

Notes from Teachers / Parents

I will do what I can to help.

05 Thursday _____ °C _____ °C

Subject	Things to do	Due Date	Done (✓)

Thursday Character Trait of the Week Date 22 Jan '26

Attendance 35 / 36

I will stop to help.

① We will respect each other.

② We will learn together.

③ We will show empathy and

Reminder(s) Giving a storybook

Absentee(s)



iLOVE

I Look Out for my Valuable Experience

Classroom activities



Board gaming



Brain Teasers



Handicraft



STAR Readers



Cyberwellness

Gardening



Dancercise



Sports & Games



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Tiers of Student Leadership

3-Tiered-Approach CITIZEN LEADERSHIP DEVELOPMENT



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**.

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



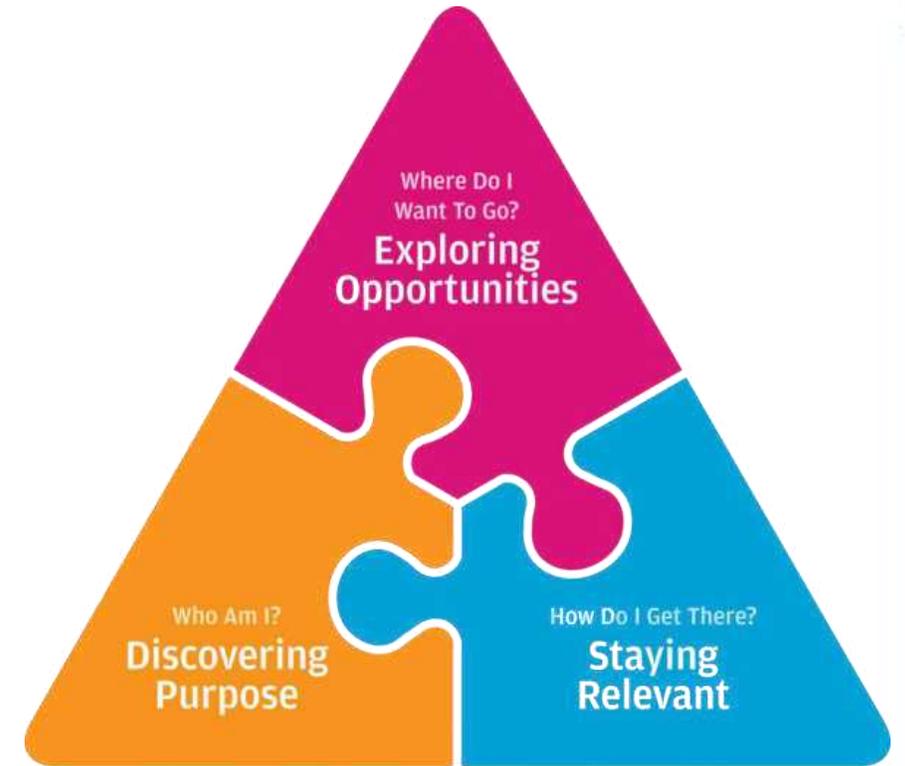
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Education and Career Guidance (ECG)

Direct School Admission (DSA)

EDUCATION AND CAREER GUIDANCE (ECG)

Education and Career Guidance (ECG) equips students with the **necessary knowledge, skills, and values** needed to make informed decisions at key education milestones. ECG nurtures a **lifelong learning disposition**, preparing students for smooth transitions from school to further education or the workforce.



Direct School Admission (DSA)

Allows students to apply to some schools before taking the PSLE

If your child is admitted to a secondary school through DSA-Sec, they need not to:

- submit school choices during the Secondary 1 (S1) posting process.

Students are not allowed to transfer to another school as they must commit to their chosen school for the duration of the programme.

Who can apply

P6 students can apply for DSA based on a wide-range of talents, including:

- Sports and games
- Visual, literary and performing arts
- Debate and public speaking
- Science, mathematics and engineering
- Languages and humanities
- Uniformed groups
- Leadership (for example, prefects)

PSLE Timetable

DATE	EXAM
12 & 13 August 2026	Oral Examination
15 September 2026	Listening Comprehension Examination
24 - 30 September 2026	Written Examination

Let's look forward to...

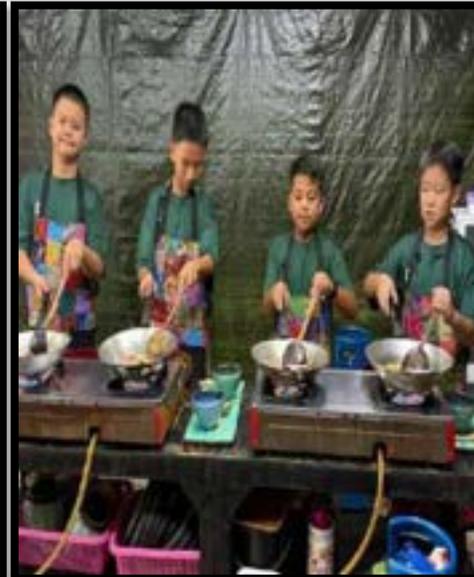


Parent-Child-Teacher Conference (PCTC)

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Let's look forward to...



Trip for International Experience (Bangkok, Thailand)

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Let's look forward to...



NE Show

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Let's look forward to...



Learning Journeys

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Partnering Parents



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

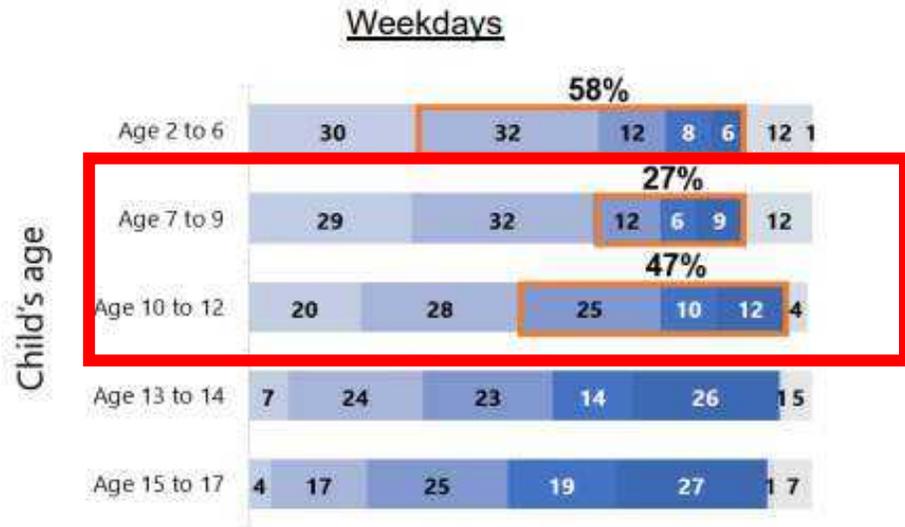


Establish good habits for our children to stay confident and in control of their technology use



Provide a balanced mixed of engaging online and offline activities

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



■ < 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

Source: The Straits Times, 7 Feb 2021

Age when they started using social media

Current age/ Starting age	Overall	Age 7 to 9 years old	Age 10 to 12 years old	Age 13 to 16 years old
3 years old or below	9%	17%	6%	4%
4-6 years old	25%	42%	24%	11%
7-9 years old	39%	41%	46%	31%
10-12 years old	22%	NA	24%	40%
13-16 years old	5%	NA	NA	14%

Parents 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 <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
 GROM SOCIAL	 Twitter		 Tinder	 Spotify
	 Skype			
	 iTunes			
	 Pinterest			
	 MyLOL			
	 Wink			
	 Snapchat			
	 TikTok			
	 reddit			
	 ask.fm			
		17+		

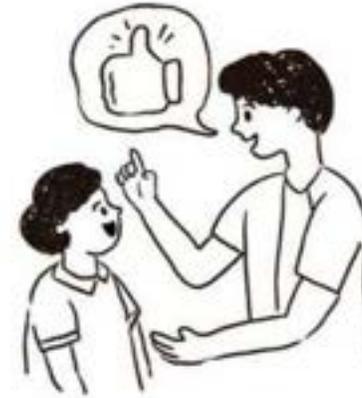


SINGAPORE: Once again, gaming platforms are back in the spotlight of public scrutiny. Just a few weeks ago, it was announced that two teenagers in Singapore were dealt with under the Internal Security Act (ISA) for terrorism-related activities after becoming self-radicalised through platforms such as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

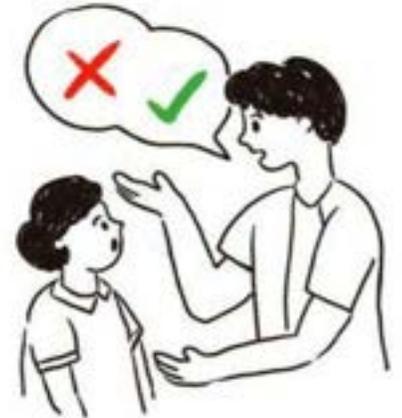


- **Promote** a safe and supportive environment and a culture of care.
- **Prevent** challenging behaviours from occurring.



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

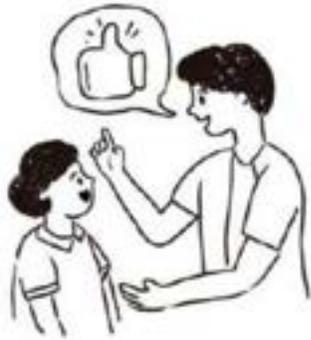
Happens when a person behaves in a way that hurts someone **repeatedly and on purpose**

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

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- **Address** inappropriate behaviour promptly.
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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>.



The background features a white space with scattered colorful dots in shades of blue, orange, green, and purple. There are also thin, dark lines and a larger orange shape in the top-left corner, and a vertical line on the right side.

THANK YOU!