

**SUBJECT-BASED BANDING**  
**SBB**  
**(PRIMARY)**  
**OFFERING DIFFERENT SUBJECT**  
**COMBINATIONS**



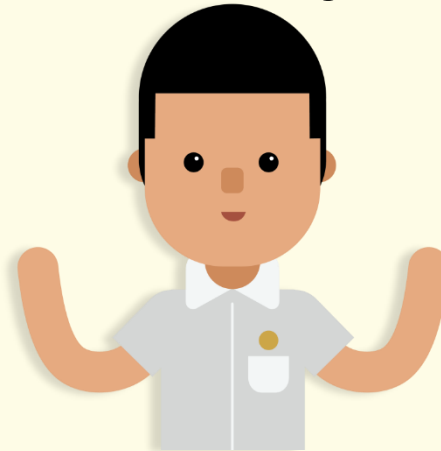
# SUBJECT-BASED BANDING (PRIMARY)

- Offers students the option of Standard and Foundation Subjects, depending on their strengths.
- Allow students to focus on and stretch their potential in the subjects they are strong in while building up the fundamentals in the subject they need more support in.



# SUBJECT-BASED BANDING (PRIMARY)

- Schools will continue to recommend based on the following:
  - Student's aptitude, motivation and performance in each subject;
  - Student's ability to cope with a particular subject combination; and
  - Whether the subject combination focuses sufficiently on literacy and numeracy, and facilitates the student's articulation to secondary school and beyond.
- Offering subjects at Foundation level is not a disadvantage to the students. It enables them to focus on building up strong fundamentals in these subjects and better prepares them for progression to secondary school.



## HOW DOES SUBJECT-BASED BANDING (PRI) WORK?

### @ PRIMARY 4

**Student sits for school-based examinations**

School recommends a subject combination based on the student's results.

Parents fill up an option form indicating the preferred combination.

### @ PRIMARY 5

**Student takes subject combination chosen by parents**

English Language, Mathematics, Science and Mother Tongue Language are available at standard and foundation levels.

Higher Mother Tongue Language is also available.

School assesses student's ability to cope with the current subject combination at the end of the year. Adjustments to the number of standard and foundation subjects can be made, if necessary.

### @ PRIMARY 6

**Student takes subject combination decided by his school and sits for the Primary School Leaving Examination (PSLE) at the end of Primary 6.**



# **Subject-Based Banding (SBB)**

**in**

# **Damai Primary School**

# **PRIMARY 4 EXAMINATIONS**

- **Progression to P5 will be based on 4 subjects:**
  - **English**
  - **Mathematics**
  - **Science**
  - **Mother Tongue**

# **SUBJECT COMBINATIONS & RECOMMENDED OPTIONS**

**5 options available to Parents**

## **Option 1 [4S1H(MT)]**

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- **Standard English**
- **Standard Mathematics**
- **Standard Mother Tongue**
- **Standard Science**
- **Higher Mother Tongue**

### **CRITERIA**

- **Pass all 4 subjects**
- **Achieve Band 1 (85 and above) for Mother Tongue**



## Option 2 [4S]

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- **Standard English**
- **Standard Mathematics**
- **Standard Mother Tongue**
- **Standard Science**

**Default  
Recommended  
Option**

### **CRITERIA**

- **Pass 2 or more subjects**

## **Option 3 [3S1F(MT)]**

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- **Standard English**
- **Standard Mathematics**
- **Standard Science**
- **Foundation Mother Tongue**

### **CRITERIA**

- **Pass 2 or more subjects**
- **Achieve less than 30 marks in Mother Tongue**

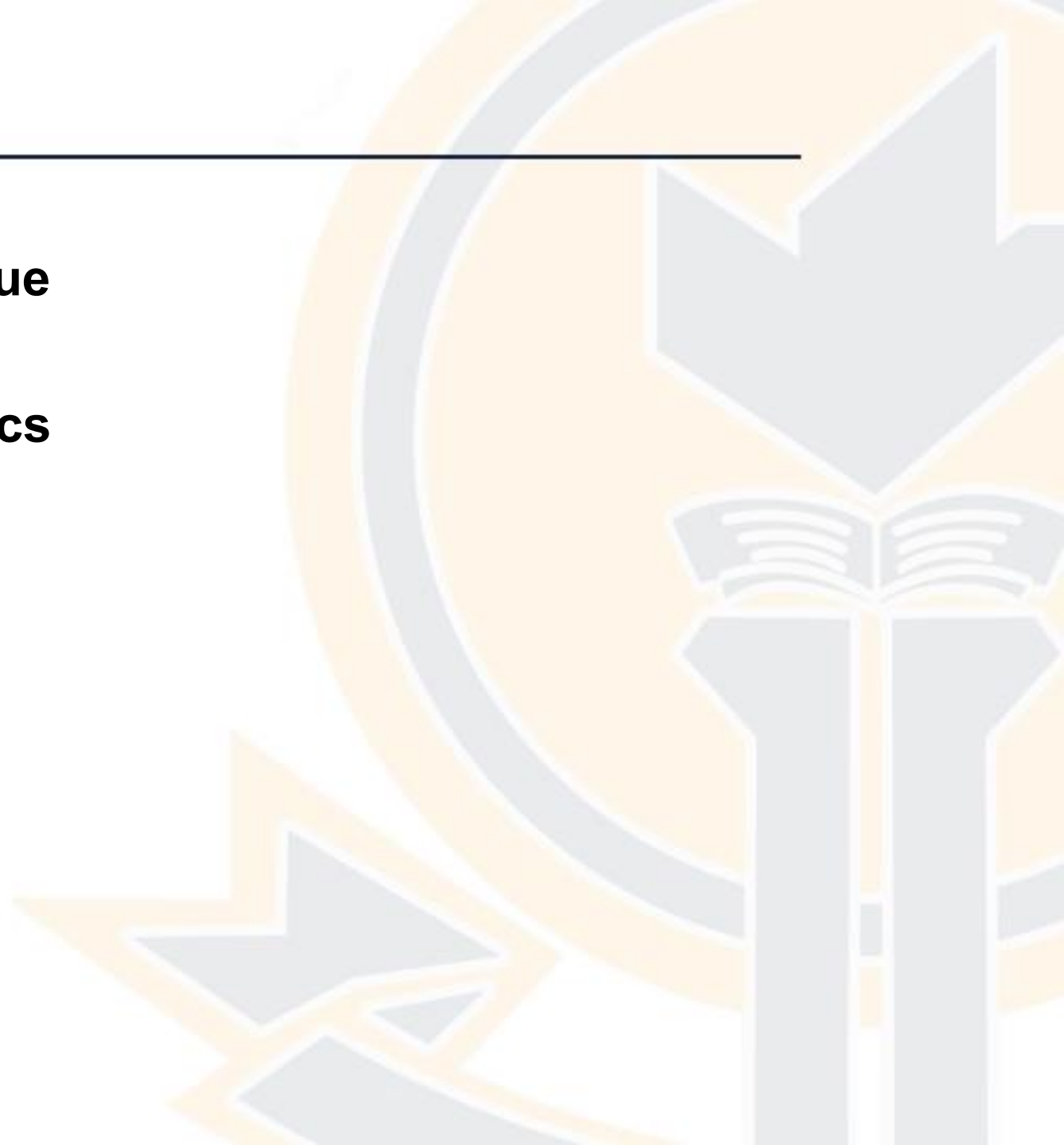
## **Option 4 [1S(MT)3F]**

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- **Standard Mother Tongue**
- **Foundation English**
- **Foundation Mathematics**
- **Foundation Science**

### **CRITERIA**

- **Did not pass EMS**
- **Pass Mother Tongue**



## **Option 5 [4F]**

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- **Foundation English**
- **Foundation Mathematics**
- **Foundation Science**
- **Foundation Mother Tongue**

### **CRITERIA**

- **Did not meet the criteria for Option 1 - 4**

# **EXERCISE OF OPTION**

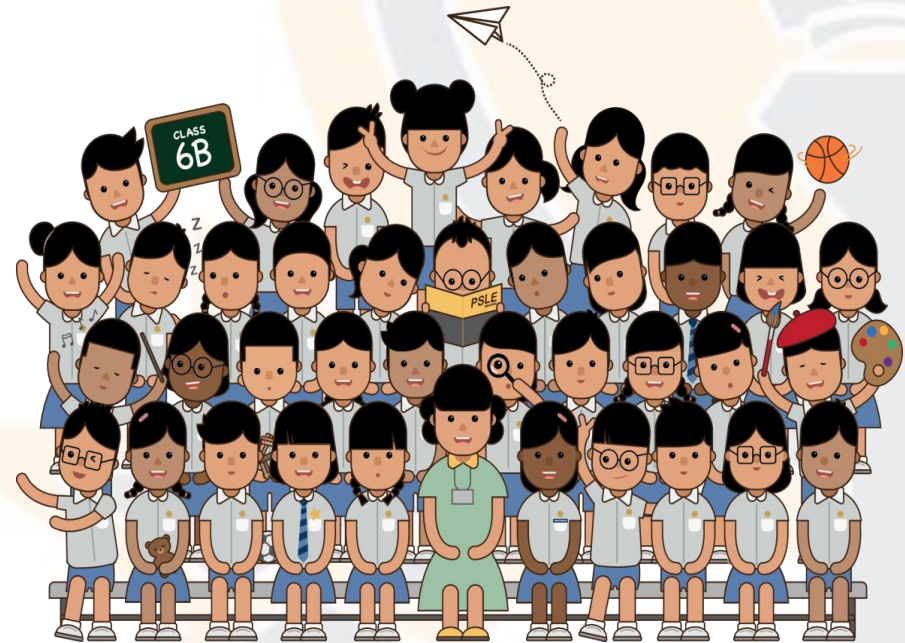
- **2nd week of November (10 November tbc)**
- **Parents will be given 3 days to consider their options.**

# SBB & PSLE MATTERS

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## SBB BRIEFING

**SUPPORTING STUDENTS AND PARENTS IN MAKING  
INFORMED SCHOOL CHOICES FOR PSLE**



# Parent-Teacher Communication

At DPS, we value parent-teacher communication via

- Parents Gateway
- Student Handbook
- Emails
- Phone calls – via school line **6445 6483**
- Meetings
- School Website
- Letters to parents
- Parents' Briefings
- Parents-Teacher Meeting





# Parent-Teacher Communication

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- First point of contact – Form Teachers / Subject Teachers
- Level-related matters – Year Heads
- School-related matters – Admin and Operation Managers / School Leaders
- School is still the best point of contact
- School will continue to keep you updated of information
- Do look out for any updates from school via **Parents Gateway (PG) and School Website**



# Parent-Teacher Communication

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- Teachers are not obliged to share their personal mobile numbers with parents
- Discuss with your child's teacher the preferred mode of communication
- Contact teachers within school hours (7.00 am and 5.30 pm) during working days, unless it is an emergency
- Teachers may only be able to respond when they are available or on the next working day. For **urgent matters**, contact the General Office as teachers will not be able to respond to you immediately

# School Letters to Parents

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- Keep a look out for the school letters including Principal's Letters to parents
- Important information is available for parents to allow you to keep posted of the school matters
  - Through Parent Gateway (PG)
  - Keep your PG notification on
- Latest Ministry of Education (MOE) would like to request for an update of your information and your child's/ward's information via the **Student Details Form (SDF)** for the purpose of providing educational services to your child/ward in MOE schools.



# **Attendance in School**

- Your child's attendance in school is important and compulsory
- Regular attendance is crucial for academic progress and overall development. Consistent presence in the classroom allows students to fully engage with the curriculum and benefit from the learning environment.
- Plans for holidays or personal matters to be made during school holidays only

# **Attendance in School**

- Cultivate the good habit of responsibility and punctuality
  - Report to the classrooms for attendance-taking and morning assembly by 7.30 am
  - Be in school 5 to 10 min before 7.30 am to give time to reach the classrooms for morning assembly
- Students who are not in school by 7.30 am to participate in flag-raising together with the student population, will be deemed late for school
- Habitual late coming will be noted and included as part of a student's behaviour record which will impact the conduct grade of the student
  - Will not be eligible for awards

# **Attendance in School**

- Child is unwell and needs to be absent from school
  - Supported by medical certificate from doctors
  - Covered by parents' letters/email
  - On 2<sup>nd</sup> day of self-medication and still unwell, see a doctor
- Only when your child is in school will we be able to nurture him/her
- Let's work to support your child to have a smooth preparation for P4

# Parents' Support

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- Child's attendance in school is key
- Child's attention and focus during lesson is important
- Encourage child to ask questions to clarify and understand better
- Ensure child completes homework given
- Daily / Regular revision
  - revisit the lesson/concept taught for the day
  - revisit concepts learnt from P1 to P3
- Encourage child to continue to improve



# Parents are important partners in education

- **T**rust is the foundation
- **R**emember the child as our focus
- **U**nderstand our shared responsibilities
- **S**eek common ground
- **T**ogether, we work towards common goals



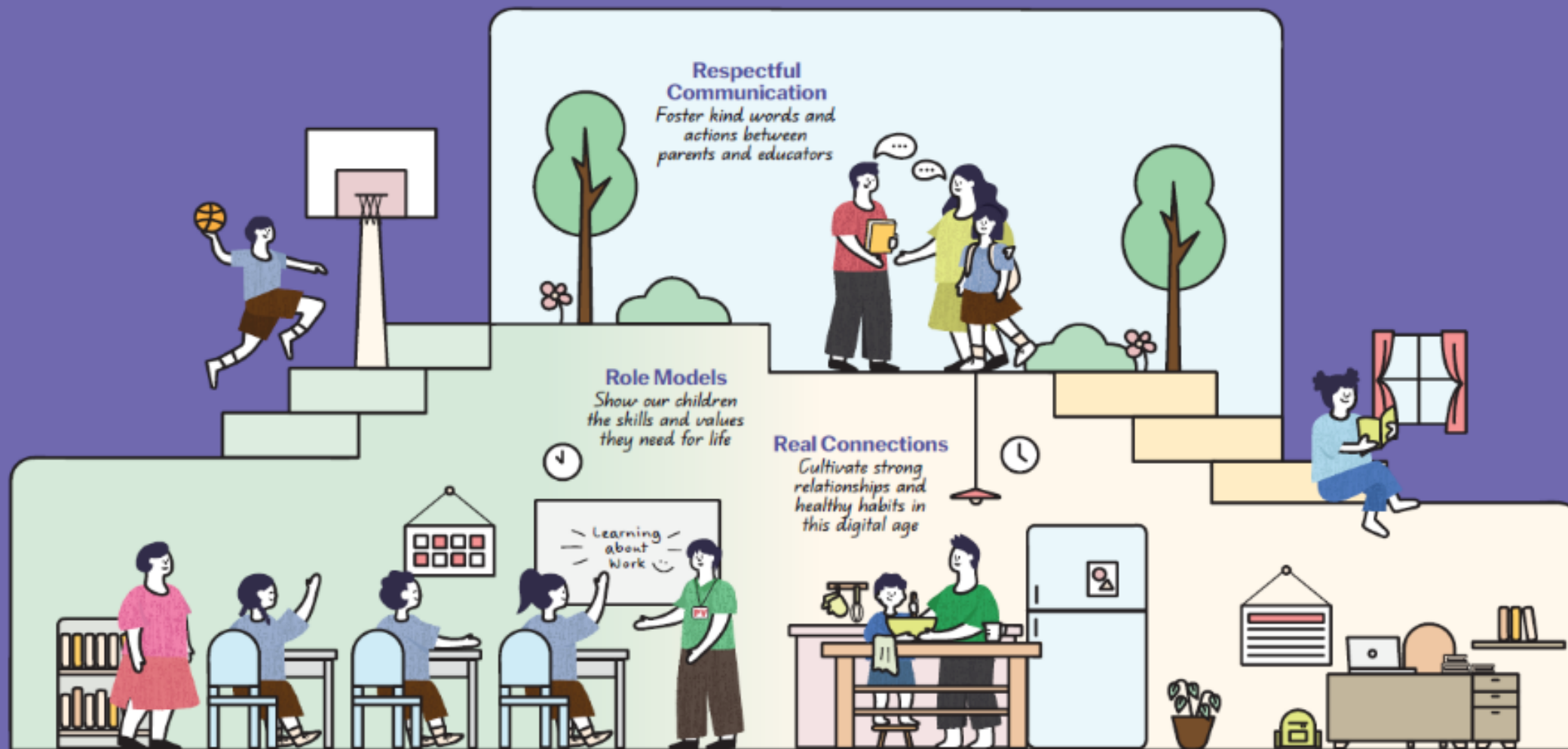
# **At Damai Primary School**

- Provide a safe and conducive learning environment
- Have supportive and caring teachers and staff to journey with your children for their holistic development
- Be our supportive partners for your children
  - Work closely with the teachers
- Be the positive role models for our Damaians

**Have a great 2026 ahead!**



# Raising a Happy, Confident, and Kind Generation Together



# Parents Briefing

Ms Laurice Ong

YH/MP



**Damai Primary School**

**Confident Individuals | Thinking Learners | Engaged Leaders**

# Starting the year right

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- Bonding activities in class to foster positive relationship among peers
- Growth Mindset
- Road Safety Walk
- Leadership training
- Peer Support



# Our Level Programmes




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- P4 SwimSafer
- Conversational Chinese and Malay Language (CCM)
- E2K for Math and Science
- Mother Tongue
  - HMT
  - MTSP
- Support Programs
  - Reading Remediation Programme (RRP)
  - School Based Dyslexia Remediation (SDR) Programme
  - Learning Support for Mathematics
- Values In Action Programmes
- Learning for Life Programmes (LLP)
  - SPARK@Play
- Applied Learning Programmes (ALP)
  - IGNITE your CONFIDENCE, EXPRESS Yourself (ICE Yourself)



# Academic Matters

Term 1 and Term 3 – Communicating students' progress in areas like Inventive Thinking, Communication, Civic Literacy and Adaptive Thinking.

|  |  |  |                   |   |                     |  |
|--|--|--|-------------------|---|---------------------|--|
|                   |  | <b>DAMAI PRIMARY SCHOOL</b>  |                   |   |                     |  |
|  |  | <b>HOLISTIC ASSESSMENT<br/>PROGRESS CARD<br/>PRIMARY FOUR<br/>2025</b> |                   |  |                     |  |
| <input type="text"/> <b>Name:</b>  |  | <input type="text"/> <b>Class:</b>                                     |                   |   |                     |  |
|  <b>TERM 3</b> |  | <i>Beginning</i>   | <i>Developing</i> | <i>Competent</i>  | <i>Accomplished</i> |  |
|  |  | <b>1. Inventive Thinking</b>   |                   |   |                     |  |
|  |  |  |                   | ✓   |                     |  |
|  |  |  |                   | ✓   |                     |  |

# Academic Matters

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- **Topics and Weighting :**
  - Refer to “School Assessment Policy” that will be issued at a later date
- **Absences:**
  - Any absence must be supported by medical certificate issued by a medical doctor or other supporting document
  - There will be no retake for school’s EYE (except for the ORAL exam)

## NOTE:

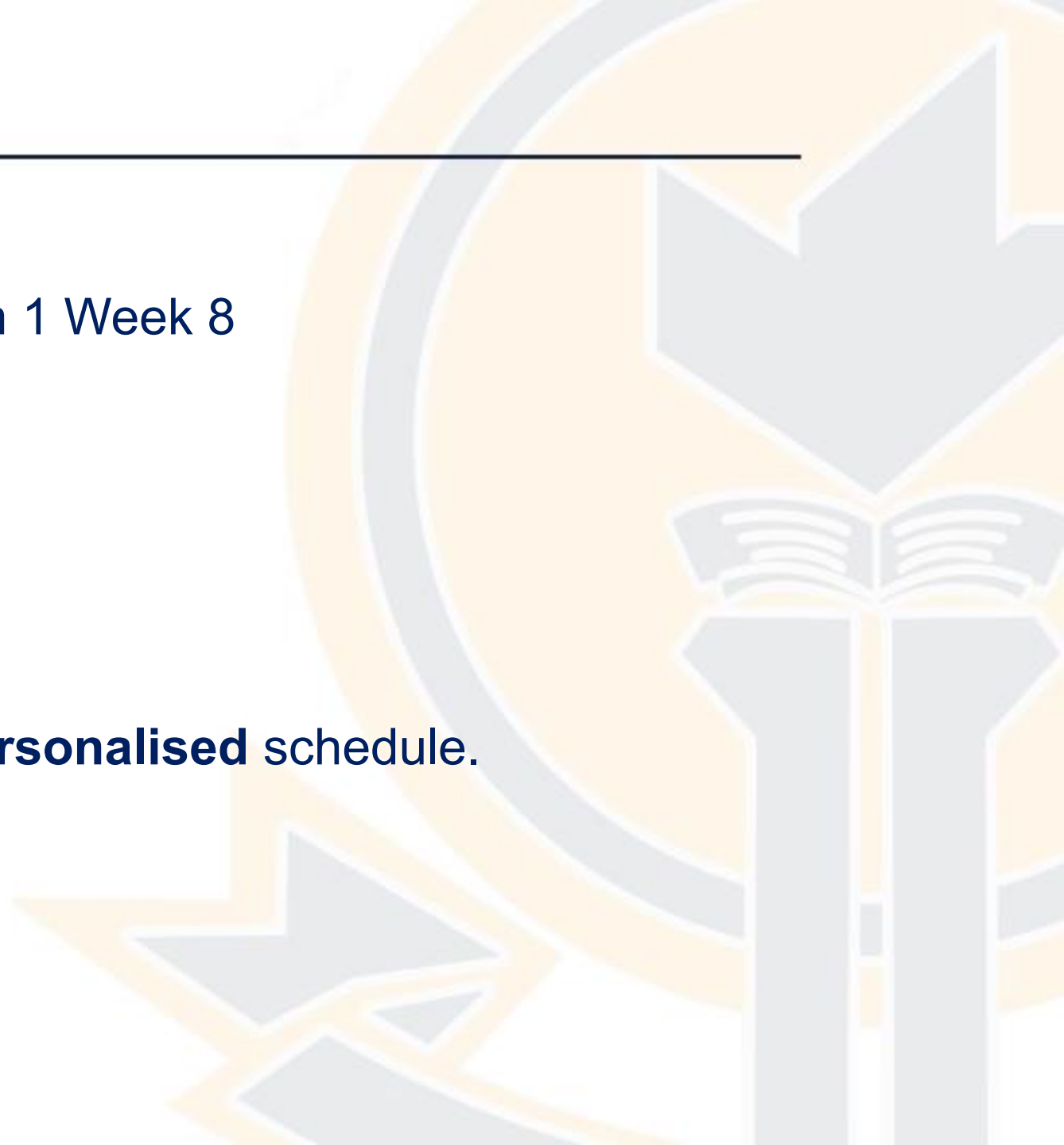
If your child/ward is unwell, he/she should be resting and recuperating at home.

The well-being of the child is IMPORTANT.

# Academic Matters

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- Remedial class will commence in Term 1 Week 8
- Every Monday and Thursday
- 2.00 – 3.00 pm
- Students identified would receive a **personalised** schedule.



# Other Academic Matters

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- **MT Spelling** : Every Tuesday
- **EL Spelling** : Every Thursday





# Reminder for updating Student Details via SDF Portal

<https://pg.moe.edu.sg/forms/sdf>

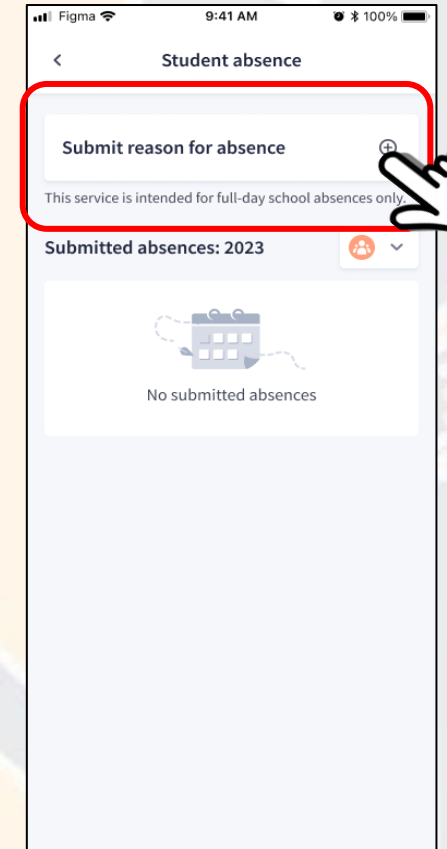
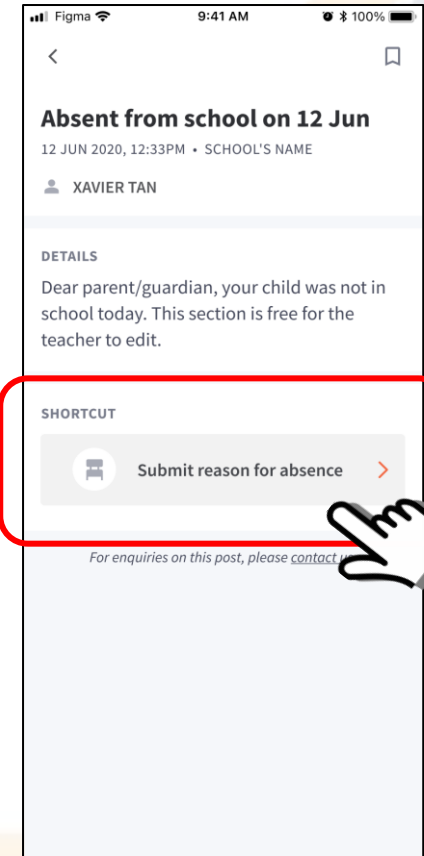
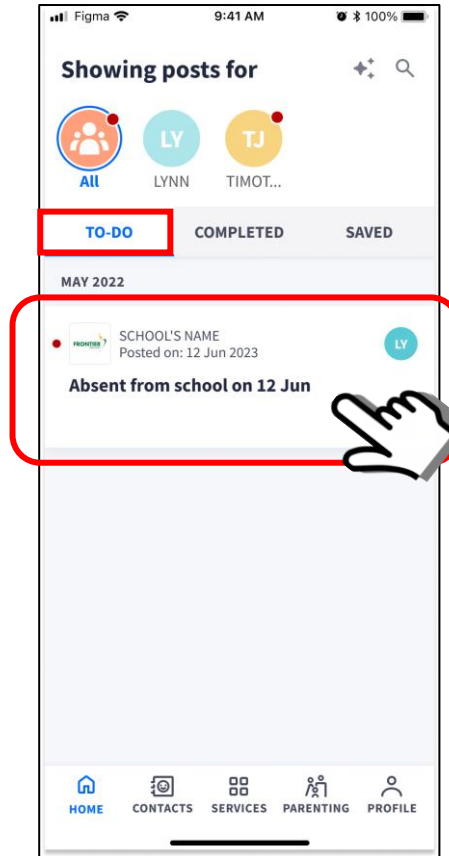
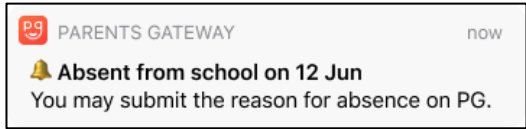


# Medical Declaration on SDF Portal

- Parents will be required to write a letter or email to Form Teachers if inhaler is no longer required for asthma declared on SDF

# **Student Absence feature on Parents Gateway**

# Submit child's reason for absence after receiving notification (1/3)



1. Parents will receive notification from school. Click on notification to go to PG app

2. Click on the absence notification under "TO-DO" tab

3. Click on "Submit reason for absence" in the details page.

4. Click on the "+" to add submission

# Submit child's reason for absence after receiving notification (2/3)

Step 1: Select child

Submitting for

XAVIER TAN ☒

LISA TAN ☐

Next

5. Select the child you are submitting the reason for.

Step 1: Select child

Submitting for

XAVIER TAN ☒

LISA TAN ☐

Next

6. Click on "Next" to input absence details.

Step 2: Submit absence

XAVIER TAN

\* Date of absence

From Start date To End date

\* Reason for absence

E.g. My child has a fever and I have attached a MC from the doctor.

500 characters

Supporting document

Please do not upload any sensitive documents. ⓘ

Upload document

JPEG / PNG / PDF / HEIC / HEIF (Max size: 10MB)

Submit

7. Click on box to activate calendar for selection of date.

# Submit child's reason for absence after receiving notification (3/3)

The sequence of screenshots illustrates the process of submitting a child's reason for absence:

- Step 8: Select the date(s) of absence.** The user is on the "Step 2: Submit absence" screen. They select the dates 12, 13, and 14 of June 2023 from a calendar view.
- Step 9: Select reason for absence.** The user selects "Other reasons" from the "Reason for absence" options.
- Step 10: a) Type in reason for absence. b) Upload medical certificate/ relevant documents<sup>1</sup>. c) Click on "Submit".** The user types "Xavier has a piano competition that has been approved by the school." into the "Reason for absence" field. They also upload a supporting document named "Fileattachmentname.jpeg".
- Step 11: You will see a once your submission is successful.** The user is shown the "Absence submission" confirmation screen, which displays a green checkmark and the text "Reason for absence submitted".

8. Select the date(s) of absence.

9. Select reason for absence.

10. a) Type in reason for absence.  
b) Upload medical certificate/  
relevant documents<sup>1</sup>.  
c) Click on "Submit".

11. You will see a once your submission is successful.

<sup>1</sup> Do not upload documents that are sensitive in nature (detailed medical records, court documents, etc.)

# Parent to submit absence without prompt from school (1/2)



1. a) Go to “SERVICES” tab.  
b) Click on “Student absence”

2. a) Select your child’s name  
b) Click on “Next”

3. Click on box to activate calendar for selection of date.



# Submit child's reason for absence after receiving notification (3/3)


The sequence of screenshots illustrates the process of submitting a child's reason for absence:

- Step 1: Select dates** - The user selects the dates of absence from a calendar. The selected dates are 12, 13, and 14 June 2023.
- Step 2: Select reason for absence** - The user selects the reason for absence from a list. The selected reason is "Other reasons".
- Step 3: Specify reason and upload supporting document** - The user specifies the reason for absence: "Xavier has a piano competition that has been approved by the school." and uploads a supporting document: "Fileattachmentname.jpeg".
- Step 4: Confirmation** - The user sees a confirmation screen with a green checkmark and the text "Reason for absence submitted".

4. Select the date(s) of absence.

5. Select reason for absence.

6. a) Type in reason for absence.  
b) Upload medical certificate/  
relevant documents<sup>1</sup>.  
c) Click on "Submit".

7. You will see a  once your submission is successful.

<sup>1</sup> Do not upload documents that are sensitive in nature (detailed medical records, court documents, etc.)



# **Upcoming Parent Engagement Session**

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## **Parent-Teacher-Student Conference (PTSC)**

- 28 May 2026 (Thursday)**

## **Parent Briefing (SBB)**

- Term 3 - more details would be provided at a later date**



A joint initiative by the Ministry of Health (MOH), Ministry of Education (MOE),  
and Ministry of Social and Family Development (MSF).



# What is Grow Well SG?

Building Healthy Habits for the Digital Age

- national health promotion strategy
- to promote the health and well-being of children
- to create a supportive environment that encourages children to build healthy habits





# Why is Grow Well SG important?

Building Healthy Habits for the Digital Age

## A National Priority

Informed by local studies like GUSTO and SG LEADS, which show habits formed early impact lifelong health.

## The Goal

To empower families, with school and community support, to build healthy, lasting habits.

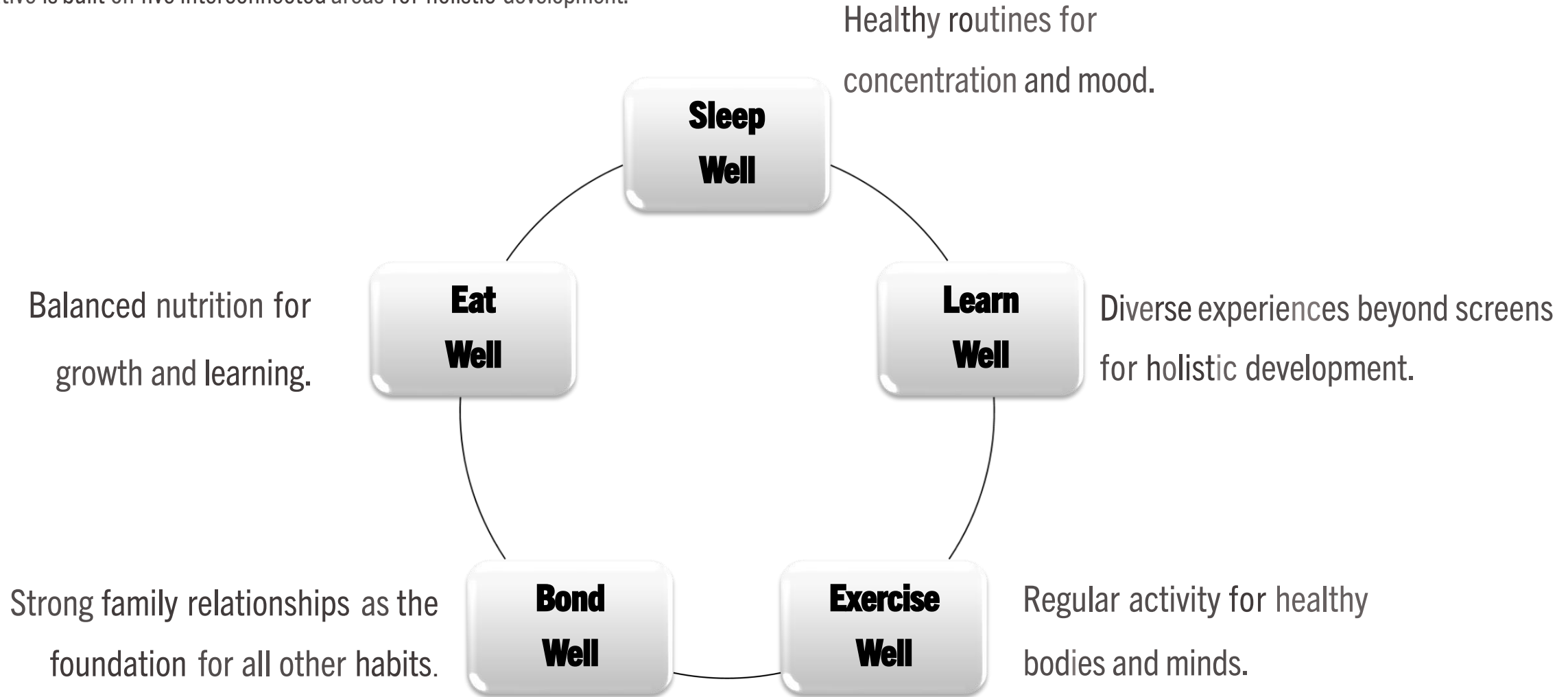
## Addressing Modern Risks

The strategy holistically tackles challenges from excessive screen time, poor nutrition, and inadequate sleep.



# The 5 Pillars of Grow Well SG

The initiative is built on five interconnected areas for holistic development:



# A Health Plan for Every Child



and be ready to take on the world.

# A Health Plan for Every Child

A personalised tool to guide your child's health journey



## What it is

A custom plan **co-developed with your child** during the annual school health screening.

## How it works

1. Parents complete a Lifestyle Questionnaire
2. Healthcare personnel discuss goals with the child
3. A Personalised Health Plan is created

## Your Role & Access

Review and use the plan at home. Access it via the HealthHub app.



# How You Can Support at Home

Your partnership is the key to success. Turn guidelines into daily habits.



## Eat Well:

Eat a wide variety of foods in the right amounts; include all the food groups in the right proportions. For drinks, water is the best choice. Avoid sweetened drinks.



## Learn Well: Screen Time/ Device Usage

Use the clear daily limits. Co-view content, use parental controls, and designate screen-free times/areas (e.g., meals, bedrooms).



## Sleep Well:

Aim for a consistent bedtime. Establish a calming bedtime routine . 9 to 11 hours of sleep.



## Exercise Well:

Recommended daily physical activity is at least 60 minutes of moderate to vigorous intensity.

# How You Can Support at Home

Your partnership is the key to success. Turn guidelines into daily habits.



## For Active Living

Use the **Healthy 365 app** to find free, local family activities and add your child's profile for personalised tips.



## For Bonding & Mental Wellness

Access the **Parenting for Wellness** toolbox on Parent Hub ([go.gov.sg/parenthub](https://go.gov.sg/parenthub)) for strategies to support your child's mental well-being.



# Working Together for a Healthier Future

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## Whole-of-Society Effort

Grow Well SG involves families, schools, and the community working together.

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## Start Small, Be Consistent

Celebrate progress. You are your child's most important role model.

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## Partner for Success

Let's build a supportive environment where every child can thrive.





# **Together, we can help every child Grow Well.**

For more information, visit:

**Grow Well SG Official Portal**

[moh.gov.sg/staying-healthy/growwellsg/](https://moh.gov.sg/staying-healthy/growwellsg/)

# Welcome to the new school year!

To ensure our children transit smoothly back to school and complement the efforts of the school, we can equip our children with skills to enjoy their school life.

Read on to find out what you can do at home to help our children develop resilience, set good goals, and teach them how to relate to others.



# 1. Complement the school's efforts by knowing and supporting your child

Encourage your child to reflect on their experiences in school by having regular conversations with them. By simply recalling and sharing what they have learnt and experienced, they reinforce their learning in school and reflect on their experiences.

These conversations also help us better understand their experiences and allow us to journey with them. Here are some conversation starters:



## For Primary Students

- What was your happiest moment in school today?
- Was there anything that didn't go well for you in school today?
- What are you looking forward to in school tomorrow?



## 2. Help your child think about what they want to achieve this year

These goals could be diverse and simple, like keeping notes for a certain subject, reading more, learning something new in a CCA, or even just wanting to be a kinder person this year.



For younger children, the first step is to slice their goals up into manageable portions. Instead of a chat, **turn it into a fun, crafty activity!** Check out our Instagram account for more details.

LEARN HOW TO  
RIDE A BIKE

SLEEP BY 11PM

HELPING OUT  
WITH HOUSEWORK

EAT FRUITS  
EVERYDAY





# DEVELOPING GOOD HABITS

- **How parents can help:**

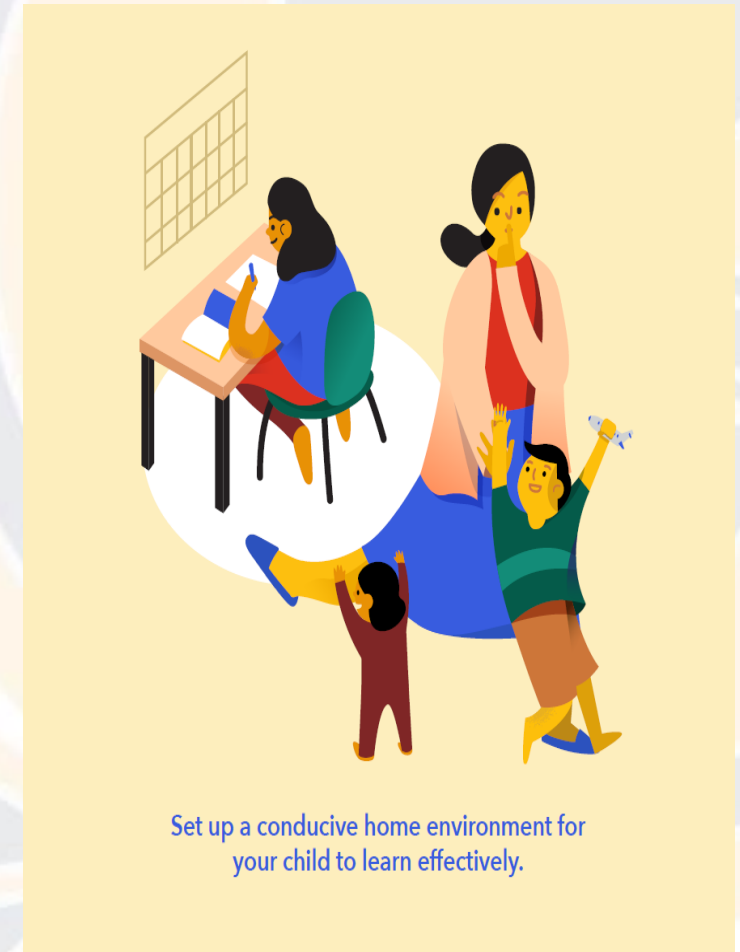
- *Routines at Home*

- Setting up a conducive home environment.

- e.g. At home, set up a well-lit desk and a study area*

- e.g. Parent could read with their children, set them housework etc.*

- Encourage your child to pack his/her own schoolbag and bring required items to school



Set up a conducive home environment for your child to learn effectively.

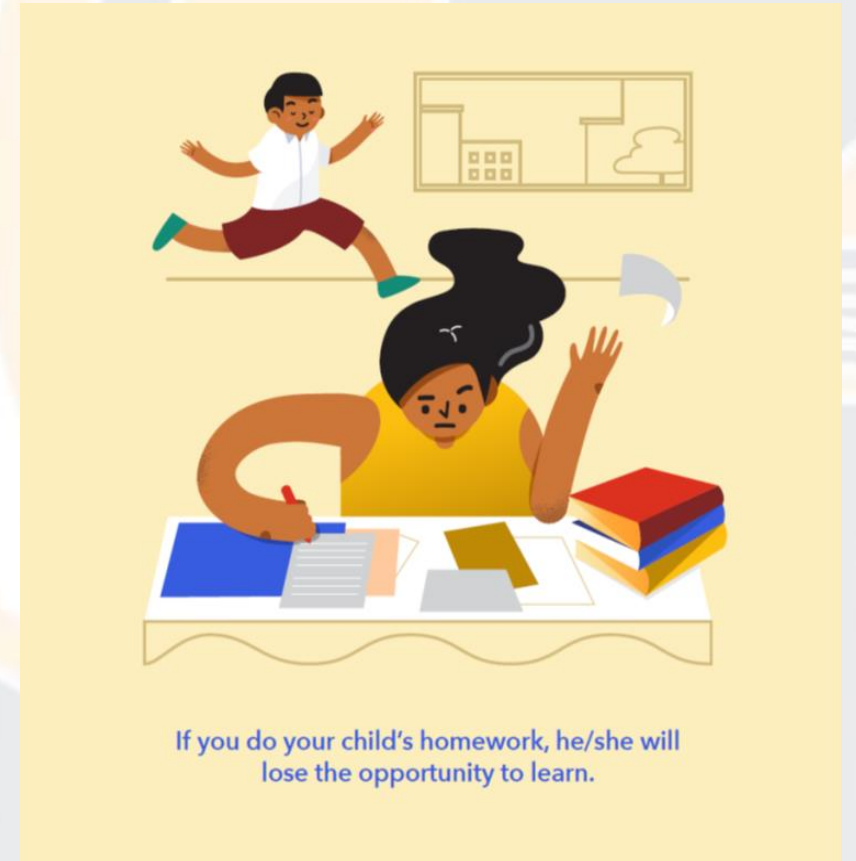
# DEVELOPING GOOD HABITS

- **How parents can help:**

- *Self-directed Learner*

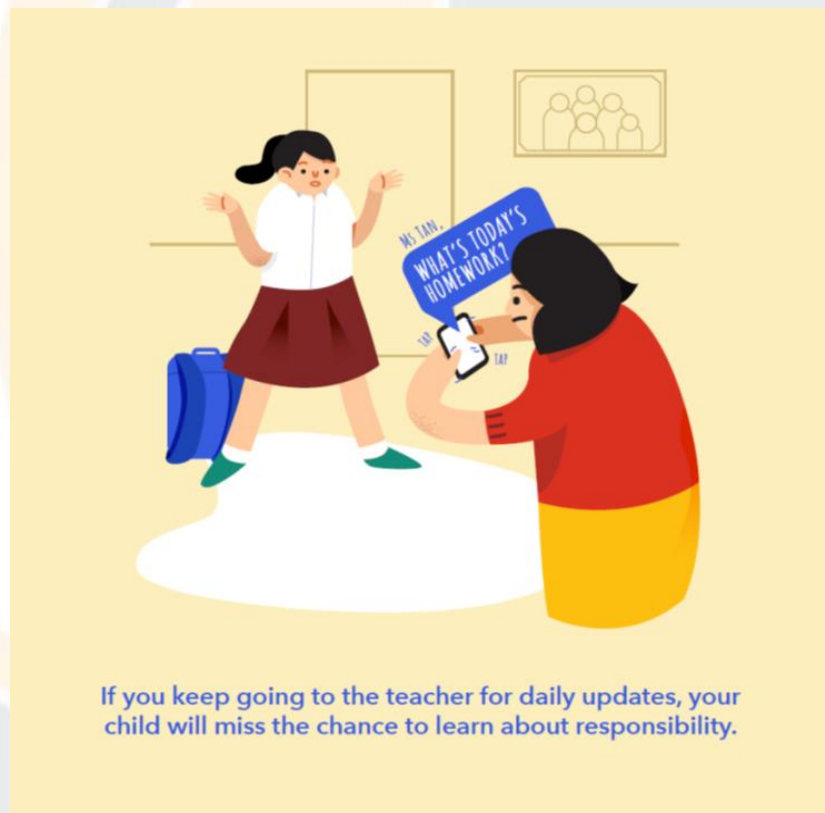
## Homework and Learning Support

- Allow your child to attempt the homework on his/her own
- Encourage your child to approach the teacher if he/she needs help with homework
- Parents should ask their child about what they have jotted down in their Student Handbook as opposed to contacting the teacher.



# MANAGING SELF

- **How parents can help:**  
*Self-directed Learner*
- Work with your child's teachers to understand his/her strengths, interests and development in academic and non-academic areas.
- Recognise your child's small successes beyond academic results
- Praise your child for his/her efforts, without focusing only on the outcome





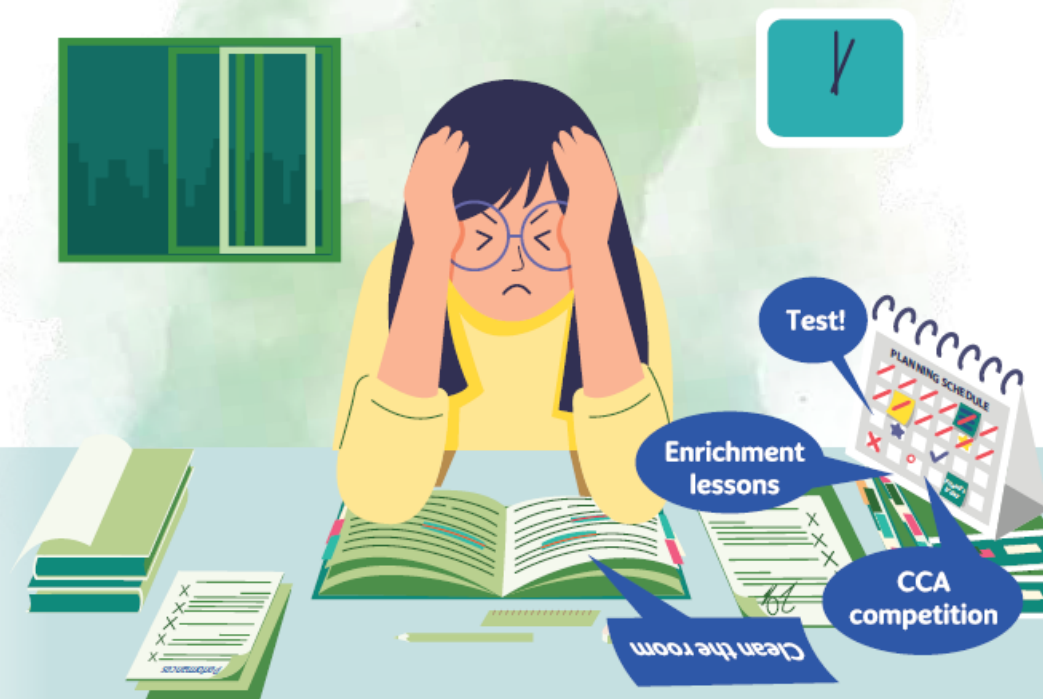
# When To Be Concerned About Stress and Distress?



**Stress is a normal response to everyday pressures and is a part of daily life.** We might experience stress depending on how we react to our responsibilities, decisions and relationships. Some stress can help us to stay focused and motivated.



**Stress can turn into distress when we experience or witness an event that is overly threatening and challenging, which overwhelms our ability to cope.**



Look out for **D.I.S.T.R.E.S.S.** signs so that you can provide timely support for your child:



**D**eliberately avoiding others



**I**ncreased irritability, restlessness, agitation, stress, and anxiety



**S**ending or posting moody messages on social media



**T**alking about death or dying



**R**eacting differently or losing interest in things they used to enjoy



**E**ating more than usual or having a significantly smaller appetite



**S**leep pattern changes, such as difficulty falling asleep or oversleeping



**S**lowing down of energy levels



**D.I.S.T.R.E.S.S. signs are just a guide and are not meant to replace professional advice.**

Scan the QR code at the top right corner for more information on signs of common mental health conditions to look out for.

**Note:** Some children may be able to complete daily tasks, or even excel in them, while feeling down, worthless and hopeless for an extended period. It does not mean that they do not need help or are faking it. Your child's difficulties can be a cause for concern, even if they do not exhibit any outward signs.



## 4. Help your child build resilience

Learning from challenges and difficult experiences makes us stronger. It is important to help your child adopt positive mindsets so that they develop the resilience and perseverance to overcome future difficulties.

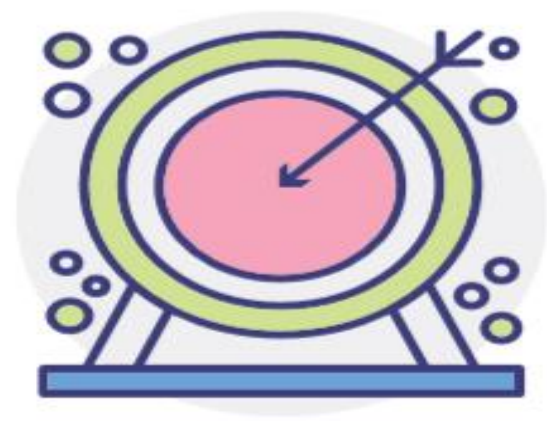


What is a resilient child? It is a child who adapts positively despite setbacks and perseveres in the face of challenges.

**Resilience can be nurtured! Here are some ways:**

**a) When faced with a challenge, guide them to set and move towards their goals.**

This encourages them to have a focus and move forward in the face of challenges. Check out page 5 for how you can set goals with your child.



## Tips

1 Guide your child to identify the **Situation**.

2 Think about the **Options** they have or can take.

3 Weigh the **Disadvantages** of each option.

4 Weigh the **Advantages** of each option.

5 Decide on a **Solution**.

## Sample Conversations



1 You seem stressed these days. What's on your mind?

My exams are around the corner. I'm feeling stressed from the constant revising of my notes.



2 Have you taken a break at all? What are some ways you can manage your stress?

2 I can play computer games or go for a run to destress.



3 What are some possible negative consequences of the options that you shared?

3 Running will take longer because I'll need to wash up after that. And I might not be able to stop gaming, or be distracted even after I'm done.



4 What are some possible positive outcomes about the options that you shared?

4 Both will help me feel better, but running is healthier.



5 Which do you think is the better solution?

5 I think I'll go for a run. Would you like to join me?



5 Sure!



## 4. Help your child build resilience

**c) If they are unable to think of a solution to their challenges and are feeling anxious, reframe their thinking by asking them these questions:**

**1**

How do you feel about this situation? What's going through your mind?

**2**

Why are you feeling this way?  
What caused you to have these thoughts?



**3**

It might seem this way...  
but is there another point  
of view we can take?

**4**

Thinking about it again,  
how do you feel about  
the situation now?



# Being Present and Showing Positive Attention

**Your presence is the greatest present to your child.** When you show your child that you take interest in their life and are there for them, they are more likely to share any issues or challenges they may be facing. The key purpose of providing positive attention is to show that you care, and not to monitor them.



## ✓ Things You Can Do

- ① **You may be busy when your child wants to talk to you. If possible, pause what you are doing, even briefly, to listen to them.**
  - Let them know that you appreciate them opening up to you, and agree on a better time for both of you to have a conversation.
- ② **Regularly set aside time to talk to your child. Give them your undivided attention during this time.**
  - The best conversations can happen naturally any time during the day (e.g. during mealtimes, while travelling somewhere or while playing games together).

# SUPPORT YOUR CHILD

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## BE THERE:

- **Believe** in your child; emphasize on his/her strengths
- **Encourage** your child to give his/her best
- **Treasure** the process of learning, and not just focus on the results
- **Help** your child develop a structure and routine for studying
- **Expect** realistically what your child is capable of; help him/her experience success
- **Recognise** the symptoms of stress/anxiety and address them
- **Empathise** with your child regarding the challenges s/he is facing





## Celebrating Your Child's Efforts and Successes



Celebrating your child's efforts and successes helps to reinforce good behaviours. In fact, celebrating and praising efforts are generally more effective ways to encourage lasting behavioural changes, compared to punishment.

### ✓ Things You Can Do



**Celebrate your child's efforts, successes and the experiences gained along the way regardless of the final outcomes.**

#### For younger children:

- 1 Ask your child to write down positive things that they have done or achieved (e.g. being chosen to be a group leader, doing housework, helping a friend out) on a board at home to recognise achievements. Ask them to update the board regularly.



#### For older children:

- 1 Make a conscious effort to celebrate their milestones and achievements (e.g. graduating from secondary school, finding a part time job).
- 2 Ask how they would like to celebrate and involve them in planning the celebration.
- 3 Discuss with your child and agree on extrinsic rewards.
  - Examples of extrinsic rewards include: more independence (e.g. later curfew), gifts, engaging in meaningful activities (e.g. classes that they are interested in).
- 4 Remember to focus on intrinsic rewards as well by asking them to share their sense of meaning or accomplishment.

### ○ Things You Can Say

- 1 Be specific in praising your child's efforts whenever they do something good.

You were angry just now, but you managed to calm yourself down. That was very mature of you.

- 2 Tell your child that you are proud of them, e.g. how they had tried their best in overcoming an obstacle.

I can see how hard you had tried and I'm really proud of you!



## Potential Benefits of Social Media Use

When used in a healthy way, social media can offer benefits such as enriching learning experiences and making it easy to stay connected with friends and family.

### Social Connections and Support



Social media allows youths to connect with others who share common interests and experiences from all over the world. Online social support can also buffer against stress and anxiety for youths while fostering their social and emotional resilience.

### Learn More About the World



Social media can be a valuable source of information and provide platforms to share a variety of views on a wide range of topics and social issues. This can offer opportunities for youths to develop greater awareness of viewpoints beyond their own.

### Creativity and Self-Expression



Social media allows youths to express themselves freely. This empowers them to develop their skills, receive validation and gain recognition for their talents, which build confidence and develop their self-identity.

### Entertainment



Social media is full of creative and engaging content which can be a good source of entertainment and relaxation.



## Concerns Related to Social Media Use

Use of social media without regulation or supervision can increase your child's risk of distress, where they may be overwhelmed and unable to cope with their emotions. As parents, it is critical to look beyond the amount of time your child is spending on social media, and try to understand their actions and experiences.

### Greater Impact on Vulnerable Individuals

For those who are already struggling with existing mental health concerns, social media use can affect them more than others. For example, a person experiencing depression or negative body image may be exposed to content that reinforces their low self-worth. They may also see the curated versions of their friends' lives and feel insecure about their own lives.

### Lower Self-Esteem



On social media, people usually show highly curated and idealised photos or videos of themselves, which may not be a true reflection of their daily lives. Constant exposure to such content can make youths feel bad about themselves as they struggle to meet such unrealistic standards.

### Limited Perspectives



With social media's algorithms, youths are often fed content that matches their interests in order to keep them engaged online. As such, they may not be exposed to multiple perspectives and information that could broaden their understanding and help them develop more balanced viewpoints.

### Insufficient Sleep



Youths may find it difficult to disengage from social media at night due to anxiety about missing out on something interesting or exciting that others might be experiencing.

### Risk of Exposure to Cyberbullying



Cyberbullying may be more common on social media due to anonymity, resulting in significant distress and potentially poorer mental health in affected youths.



## Develop a Family Screen Use Plan

- A family screen use plan consists of screen use rules, their consequences and screen-free activities that the family can engage in.
- As a family, create your screen use rules by discussing and agreeing on expectations of screen use and the consequences of breaking these rules clearly.

Your screen use rules can include:



Device-free times and places



Time limit for devices

- **"What are some suggestions on when and where devices should not be used?"**
- **"What should we do if we break our agreement?"**
- Decide as a family what screen-free activities you want to engage in, like going outdoors, playing sports or playing board games together.
  - **"What screen-free activities do you think we can do together?"**
- Engaging your child in the process of creating screen use rules and inviting them to suggest activities to do together helps increase their ownership of the whole family screen use plan.
  - **"What do you think of our screen use rules?"**



## Role Model Behaviours and Have Open Conversations

- Be consistent in role modelling positive screen use behaviours and habits.
- Engage your child in open conversations about their online activities, how to navigate the online space and its associated challenges. For example:
  - State observation: **"I noticed you have been spending a lot of time on your device."**
  - Ask open-ended questions: **"What do you usually do on your device?"**







# Caring for Yourself



## Be aware of and understand your feelings and reactions



1 Acknowledge your feelings and do not blame yourself when things do not go as planned.



2 Take a moment to think about what might be making you feel negatively about yourself. Ask yourself what worked well in a situation, and what could have been done differently.



4 Monitor for possible signs of distress in yourself.



5 If you find that you have been struggling and feeling distressed despite seeking support from those around you, consider seeking help from a mental health professional.



- For community support groups, you can find out more about the 'Families for Life' online community for parents by scanning this QR code.



- For fathers, you can find out more about 'DADs for Life' support groups by scanning the QR code or emailing [cff@fathers.com.sg](mailto:cff@fathers.com.sg) to join a group.



- For mothers, you can find out more about 'MUMs for Life' support groups by scanning the QR code or emailing [connect@mumsforlife.sg](mailto:connect@mumsforlife.sg) to join a group.

## Working Together to Support your Child

*“Alone we can do so little,  
together we can do so much.”*

- Helen Keller, American Author



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