



# Student Well-Being & Development

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*13 March 2026*



# Assessment Matters

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Primary 5



# Assessment - P5

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- *Primary Five (P5)* is a **key transition stage**
  - exposed to **higher content rigour and expectations**
  - provided with **adequate time and space to adjust to the increased curriculum demands**
  - allocated more time to enhance teaching and learning experiences
- **Students to discover the joy of learning**





# Weighting of Assessment - P5

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Class Test 1	Class Test 2	Class Test 3	End-of-Year Exam
10%	15%	15%	60%

- Class work and non-weighted assessments will continue to be used to support students' learning, inform their learning progress and address learning gaps.



# Subject-Based Banding (SBB)

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# Subject-based banding (SBB)

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School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

## **Rationale:**

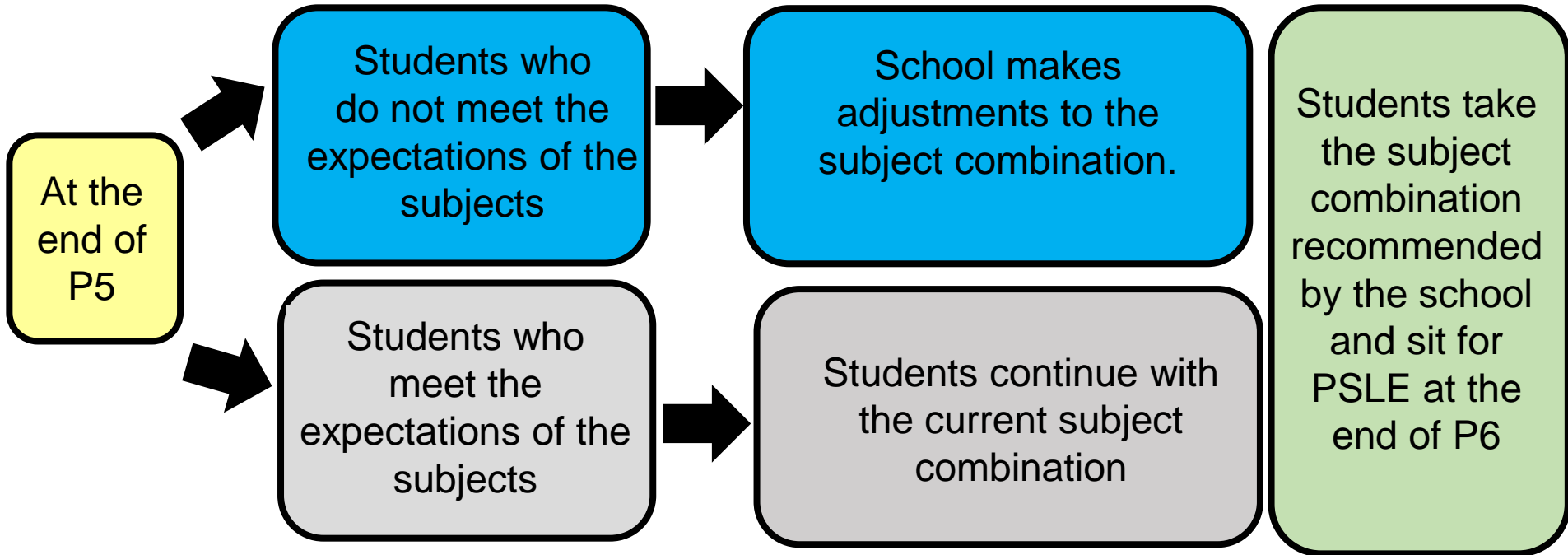
- Provides greater flexibility for your child by offering him/her the option of a combination of standard and foundation subjects, depending on your child's strengths
- Allows your child to
  - ✓ Focus and stretch his/her potential in the subjects that he/she is strong in
  - ✓ Build up the fundamentals in the subjects that he/she needs more support in



# Subject-Based Banding (SBB)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

## How does SBB at P5 work?





# Direct School Admission

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# Direct School Admission (Sec Sch)

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School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

DSA-Sec provides a pathway for students to gain admission to secondary schools based on their interests, aptitude, and potential, beyond their performance at PSLE.

They can seek admission based on their diverse range of talent in sports, CCAs and specific talent areas including:

- Uniformed groups
- Language and Humanities
- Visual, literary and performing arts
- Science and mathematics
- Leadership (for example, prefects, sports leaders, peer support leaders)



# Direct School Admission (Sec Sch)

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School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

## **DSA-Sec**

If your child is admitted to a secondary school through DSA-Sec, he/she is not allowed to:

- Submit school choices during the Secondary 1 (S1) posting process
- Transfer to another school. They must commit to their chosen school for the duration of the programme



# Direct School Admission (Sec Sch)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

## ***How to apply***

- Students can apply through the DSA-Sec portal. No application fees.

## ***Timeline***

- ***Jan to May*** → explore schools and programmes  
**[School Finder]** <https://www.moe.gov.sg/schoolfinder?journey=Primary%20school>
- ***May to Jun*** → apply for preferred schools through DSA-Sec portal
- ***Jul to Aug*** → schools will notify shortlisted students to attend interviews, auditions or trials
- ***Sep*** → offer from schools for selected students
- ***Oct*** → students submit school preferences through DSA-Sec portal
- ***Nov*** → confirmed admission only when PSLE results are released

For more information on MOE-DSA matters: <https://www.moe.gov.sg/secondary/dsa>

Note: Current MOE-DSA website indicates 2025 information.



# Student Holistic Development and Well-Being

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# P5 Student Experiences

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School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

**Primary Five (P5)** students will need to manage the following:

- ✓ matters relating to personal physiological changes
  - *Growing Years Programme*
- ✓ matters relating to their relationship with peers
- ✓ higher curriculum demands

**Primary Five (P5)** students will then need to be:

- ✓ disciplined and stay focused over a longer time span
- ✓ equipped with social emotional competencies to deal with the challenges



# P5 Student Experiences

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity



## Term 1

- ✓ Orientation Programme



## Term 2

- ✓ Values In Action



## Term 3

- ✓ NE Show

## Term 4

- ✓ P5 Character Development Camp

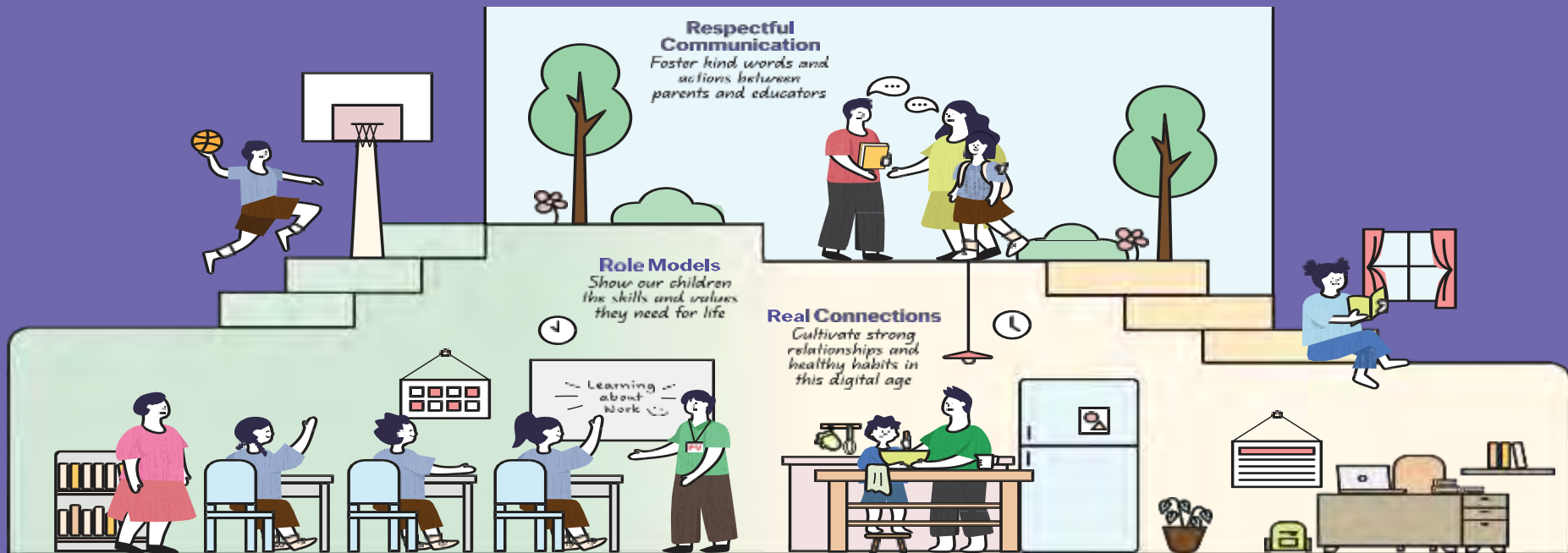




# **School-Home Partnership: Raising a Happy, Confident, and Kind Generation Together**

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# Raising a Happy, Confident, and Kind Generation Together





## Respectful Communication

Foster kind words and actions  
between parents and educators



- **Let us listen to and understand each other's perspectives and concerns regarding each child.**
- **Communicate kindly using official channels:**
  - Leave a message in the Student Handbook or with the General Office (*e.g. to inform us that your child is unable to attend school*)
  - Email your child's/ward's form/subject teachers.
- **Respect each other's time by communicating during working hours.**
  - We seek your understanding to contact us during official school operating hours (**7 am to 5 pm, Monday to Friday** on school days)
- **Model the use of courteous and respectful communication and acceptable social norms through daily interactions**
  - help your child learn how to engage in respectful conversations so that he/she can become a better communicator, friend and support to others.



## Role Models

Show our children the skills and values they need for life



- **Practise gratitude and find joy in everyday experiences with our children**
- **Instil confidence by encouraging responsibility and believing in each child's abilities.**  
Encourage your child to
  - Attempt his/her homework on his/her own and submit on time
  - Be punctual for school
  - Be school ready – pack the bag, wallet and/or recess food daily
- **Model good values in words and actions, at school and at home.**
  - **Reiterate our school values of Kindness, Integrity, Resilience, Responsibility and Creativity** as depicted in the Mark of a Cedarian, which is found in our Student Handbook
  - Use **Growth Mindset language** and **Well-being strategies** taught to help students cope with challenges, stress and to manage self.



## Real Connections

Cultivate strong relationships and healthy habits in this digital age



- **Build strong bonds through shared experiences and meaningful conversations.**
  - Reading together daily for at least 20 minutes.
  - Exposing your child to different social situations with extended family and peers during social activities like family gatherings and CCA and camps both in and out of school.
- **Establish good habits for our children to stay confident and in control of their technology use.**

**The Habits include:**

  - Sleeping at regular hours to ensure sufficient sleep – about 9 hours each night.
  - Limit use of mobile and gaming devices
  - Designate a specific quiet study area at home
  - Ensure focus and no distractions whilst doing/revising schoolwork.
- **Provide a balanced mix of engaging online and offline activities, at school and at home.**



# Supporting your child

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School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- How do I know my child is feeling stressed?
  - Stress is not necessarily a bad thing. It is normal to feel stressed during the examination period, just like how you may feel when you have an important deadline coming up. In the right amounts, stress can be a form of extra energy that the body uses to prepare for and overcome challenges.



# Supporting your child

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

**However, too much stress is not good. If your child presents the following signs of stress in combination, extreme or long-lasting forms, it may be an indication of too much stress.**

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"><li>• Struggles to pay attention to studies or activities</li><li>• Tiredness</li><li>• Rebellious streak</li></ul> | <ul style="list-style-type: none"><li>• Excuses to miss school/class</li><li>• Stays away from others</li><li>• Sulking</li></ul> | <ul style="list-style-type: none"><li>• Loss of appetite and sleep</li><li>• Spending more time on mobile devices and social media</li></ul> |
|---|---|--|



# Student Well-being and Holistic Development: Supporting your child

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

***Support your  
child during  
moments of  
visible distress by  
practising  
CHEER.***

- **Calm** your child down by speaking in a gentle tone, sitting them down to talk, and even hugging them, if needed
- **Hear** out their issues to understand their perspective
- **Empathise** with how they may be feeling in the moment
- **Encourage** them to seek help if the problem is complex
- **Reassure** that you will always be there to listen to their problems



# Cyber Wellness for Your Child



**"How do we ensure that our young make the right choices, and survive well in the online world? (...) Schools can work with parents and make a big difference."**

– Minister Ong Ye Kung, Committee of Supply Debate 2020





# Did you know?

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



**DEVICES USED DAILY BY CHILDREN (%)**

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
Smartphone	84	67	85	98
Personal laptop	32	13	30	51
Family laptop	36	44	37	27
Tablet/iPad	52	65	51	40
Others	5	7	5	5

**Age when they started using social media**

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

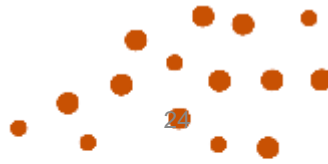
Source: The Straits Times, 7 Feb 2021

## Parents may not be aware of the online risks

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





## What is Cyber Wellness?

- Cyber Wellness is about our students being able to navigate the cyber space safely.
- This is done through our curriculum which aims to
  - **equip students with the knowledge and skills** to harness the power of Information and Communication Technology (ICT) **for positive purposes;**
  - maintain a **positive presence in cyberspace;** and
  - be **safe and responsible users of ICT.**



# Student Well-being and Holistic Development: Supporting your child - Cyberwellness

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

***Help your child stay safe and have positive experiences online.***

1

**Practise appropriate device usage**

2

**Manage over-reliance on devices**

3

**Handle Cyber Bullying**

4

**Show Cyber Kindness**

5

**Discern real news from fake news**



## Did you know?

Most social media platforms and popular games have **App Store age-ratings**:

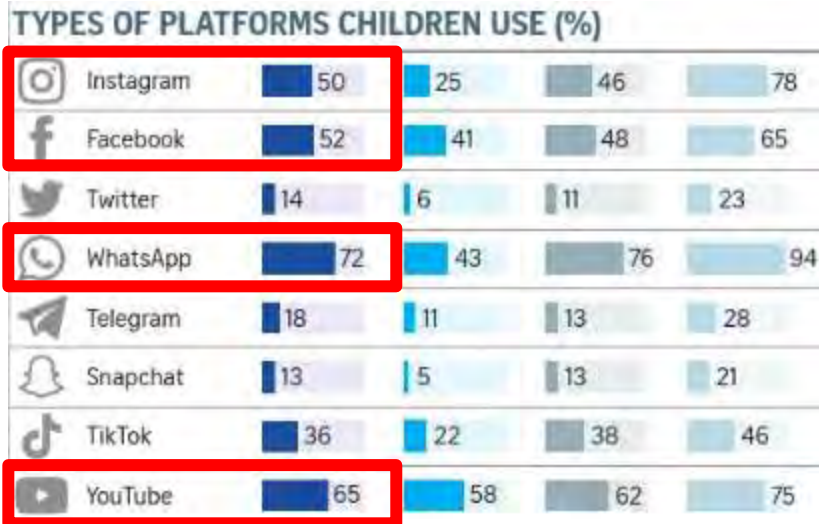
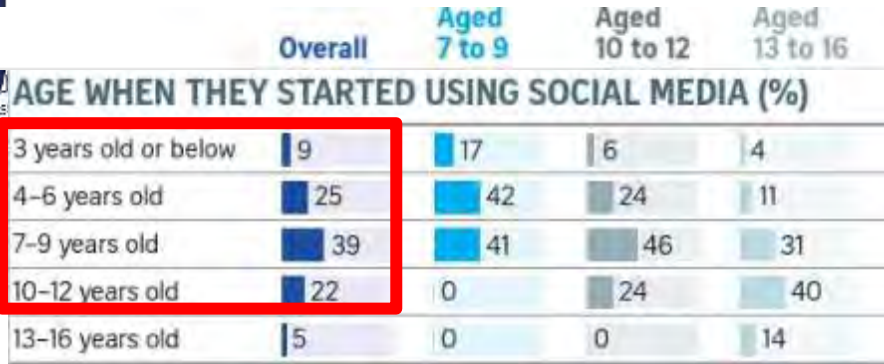
- **12+** : WhatsApp, Instagram, Roblox
- **17+** : Telegram and Discord

But the **majority of our children** have access to social media **before the recommended ages**.

Research shows that **screen use (smartphone and social media access) in young children** is associated with: insufficient good quality sleep, sedentary behaviours, obesity, and mental health and well-being .

## What does this mean?

We need to ensure our children's use of devices and platforms are **age-appropriate**, and have **open conversations** with them about their digital habits.



### CURRENT REALITY

About a third of parents

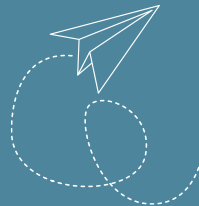


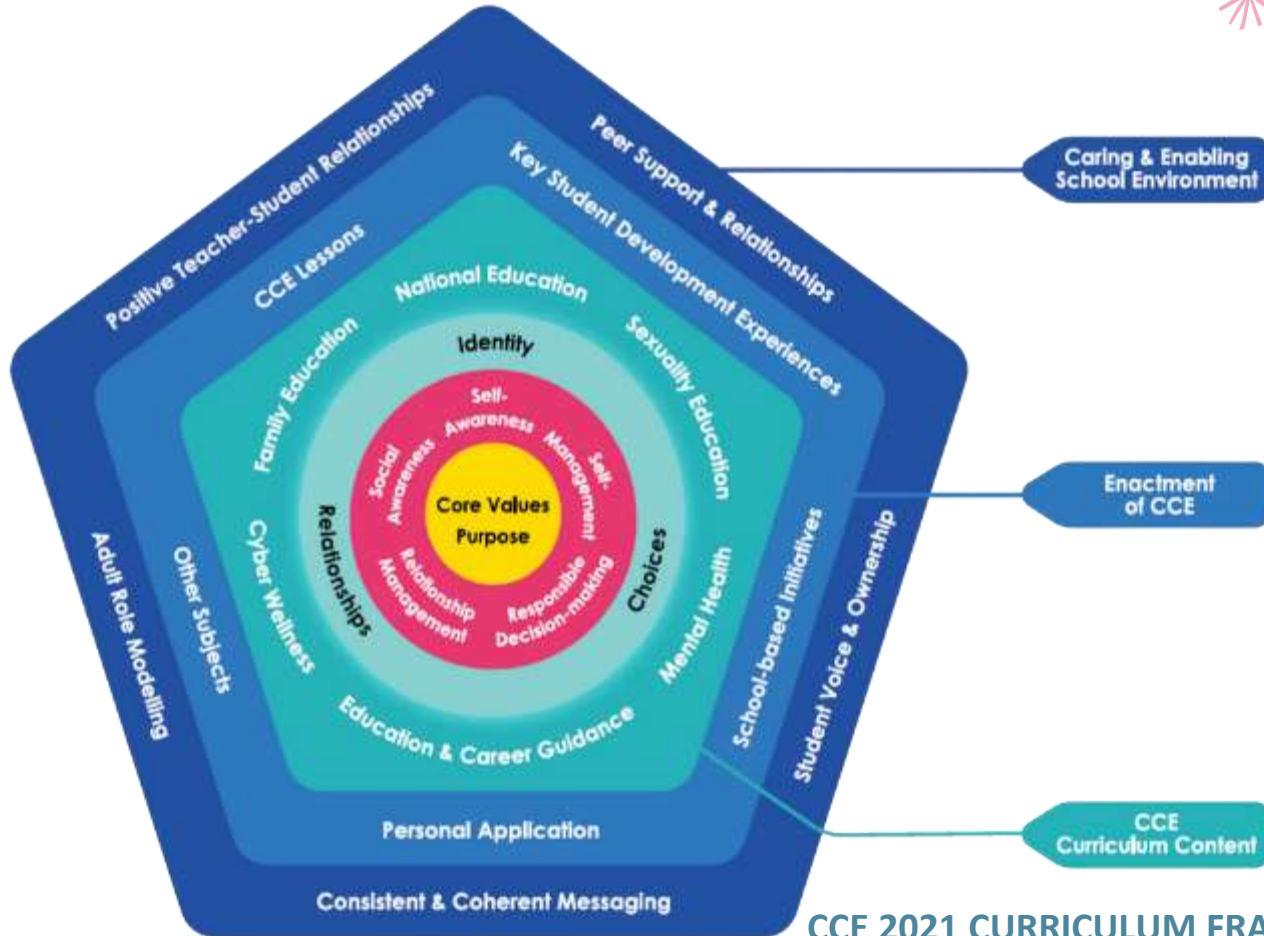
with children aged seven to 12 said they had Instagram accounts



# CHARACTER AND CITIZENSHIP EDUCATION (CCE)

Curriculum Briefing for P5 Parents 2026





CCE 2021 CURRICULUM FRAME

# CCE

## CCE Curriculum Content

- National Education
- Sexuality Education
- Family Education
- Mental Health
- Cyber wellness
- Education and Career Guidance

## Enactment of CCE

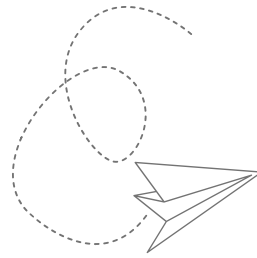
CCE Lessons

Key Student Development Experiences

School-based Initiatives

Other Subjects

Personal Application



## Goals of CCE

**Good  
Character**

**Resilience  
&  
Well-Being**

**Active  
Citizenship**

**Future-  
Readiness**



# ECG Advising Frame



Who am I?  
Discovering your purpose  
in life.



Where do I want to go?  
Exploring opportunities



How do I get there?  
Staying relevant





Nurture students' self-awareness to support them in discovering how they can meaningfully play a part in their community

# Where do I want to go?



What type of educational institute is suitable for you to progress to?



How will the courses further support the development of your V.I.P.S. and fulfill your aspirations?



Have you done your research to understand the requirements and courses/programs offered in the institutions?



What are some industries/occupations you can consider which are related to your strengths/ skills and interests?



Develop students' self directedness and confidence to explore and leverage education and career opportunities while respecting the value of all occupations

# Who am I?



What are some of the things you enjoy doing?



How would you describe your values, interest, personality, skills and strengths. (V.I.P.S)



What is important to you?



What motivates you?



What are your goals and aspirations? How do you want to contribute to the school and community through them?



Build students' adaptability and resilience to embrace the need for lifelong learning.

# How do I get there?



What are my SMART goals?



Have I developed an action plan to attain my SMART goals?



Which trusted adult can I consult?



Have I researched on updated school information?



# Overview of P5 ECG Lessons

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Lesson	Time
Exploring My Aspirations Lesson 1	Term 2 Week 1
Exploring My Aspirations Lesson 2	Term 2 Week 6
World of Work	Term 2 Week 10
Motivating Me Lesson 1	Term 3 Week 6
Motivating Me Lesson 2	Term 3 Week 8

# Exploring My Aspirations



This unit has two lessons and helps students **recognise the importance of pursuing interests** and exploring how one's life can be purposeful and fulfilling.

- During the lessons, students will be given the opportunity to:
  - reflect on their dreams, hopes and aspirations (I Am).
  - envision their possible future self.
  - onboard the MySkillsFuture Student Portal and explore the different education pathways which are aligned to their interests and aspirations.

# Motivating Me



This unit has two lessons and focuses on guiding **students to motivate themselves towards personal improvement** by further developing their interests, strengths and skills.

- **During the lessons, students will be given the opportunity to:**
  - In this unit, students will have the opportunity to:
  - explore their interests and skills via the MySkillsFuture Student Portal.
  - set a S.M.A.R.T. goal for personal improvement on the MySkillsFuture Student Portal (I Can).
  - learn a strategy to motivate themselves towards their personal improvement goal (I Can).



# Setting SMART GOALS

activity

## SMART Goals

**S**

**SPECIFIC**

What exactly do you want to achieve?

**M**

**MEASURABLE**

How can you track your progress?

**A**

**ATTAINABLE**

What's your action plan to reach the goal?

**R**

**RELEVANT**

How will the goal help you this year?

**T**

**TIME-BOUND**

By when will you achieve the goal?



# Setting SMART GOALS

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Set goals together with them
- Learning milestones
- Celebrating success
- Have conversations with your child not focused on the academics
  - likes,
  - dislikes,
  - friends they are close with



# My SkillsFuture Portal

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

<https://www.myskillsfuture.gov.sg/content/student/en/primary.html>

Log In: Student's MIMS ID and Password

**MySkillsFuture**

About ▾ Career Quest World of Work ▾ Education Guide ▾ Help ▾ Feedback 🔍 **Login** 🔒

ASEAN youth leaders learn to solve real-world healthcare challenges with MSD

Learn More

- All SMU undergrads to take a sustainability module from 2023, take one course in the field from 2024
- Nanyang Polytechnic to take on 'Jobs-skills Integrator' role
- Public transport workforce to grow by 4% by 2025; 800 jobs to be added as rail network grows
- Skills development a key area of cooperation between Singapore and India: Gan Kim Yong
- SUSS, SIA launch aviation courses for undergrads, pilots
- Full Subject-based Banding: A Day in the Life of an FSBB student at Deyi Secondary School



# Exploring Industries

MySKILLSFuture About ▾ Career Quest World of Work ▾ Education Guide ▾ Help ▾ Feedback 🔍 👤 Logout

Overview My Profile My ePortfolio My Goal Singapore Industry Landscape Notifications ⚙ Settings

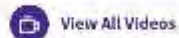
Learn About Job Roles

🏠 / Overview Download Print

## Overview

Under World of Work, students can explore about Singapore's industry landscape and the different kinds of jobs available. They will also learn about the skills required for the different jobs.

# Singapore Industry Landscape



## Check This Out!

You may find these job roles interesting. Click on them to find out more!



## Hot Jobs!

Find out what jobs are trending. Learn more about the jobs that are in demand.



## What's Cool?

Check out the jobs that people are reading about!



# Choosing Secondary Schools

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

MySKILLSFuture

About ▾

Career Quest

World of Work ▾

Education Guide ▾

Help ▾

Feedback

Overview

My Profile

My ePortfolio

My Goals

My SkillsPassp

Singapore Education Landscape  
(Graduating Cohorts up to AY2026)

PathWay Navigator

Explore Schools

Calendar of Events





# Explore Schools

Search by school type or school name to find out more.

[Advanced Search](#)

## Guiding Questions

Unsure about how to choose a suitable secondary school? Let these questions help you in your exploration.



## My Goals

Start setting your goals and taking the steps needed to achieve them.



# Conversations about Secondary Schools

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- What are my strengths and interests?
- What are the programmes and schemes available in the school?
- What are the school's strengths?
- Do co-curricular activities (CCA) offered by the school match my strengths and interests?
- Will the secondary school provide an appropriate learning environment for me?
- How far is the school from my home?
- Is the secondary school affiliated to my primary school?



# Choosing Schools Together

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

## Shortlist a range of schools

**SchoolFinder**  
Explore schools based on their distance from your home, locations, CCAs, subjects and programmes offered.

Secondary  Search for a school or keywords (e.g. 'Woodlands' or 'Woodlands')

**SEARCH**

**Criteria** Clear all

Location

Search for keywords (e.g. 'Woodlands')

Direct school admission (DSA)

OR

Search for schools by area

Select an area

**Secondary schools** 148

Showing 148 Secondary schools:

- Admiralty Secondary School**  
Woodlands  
21 Woodlands Crescent, S15702
- Ahmad Ibrahim Secondary School**  
Yishun  
751 Yishun Avenue 7, S150793

**Criteria**

Location

Search for schools near you

Enter your postal code

OR

Search for schools by area

Select an area

Admission type  Direct School Admission (DSA)

Co-curricular activities (CCAs)

Subjects

Electives and programmes

PSLE score range of 2023

Support for special educational needs

School type

