



Welcome to

Parents' Briefing Primary 4

30 January 2026

Outline of Today's Sharing



Cyber Wellness



Subject-Based Banding (SBB) Primary:
Offering Different Subject Combinations



The Revised PSLE Scoring System 2021 &
Secondary 1 Posting Exercise



Full Subject-Based Banding (SBB) in
Secondary Schools





Mr Jasbir Singh

Vice Principal

Cyber Wellness

It's more than saying no to devices.

Why Should We Be Concerned about Cyber Wellness?

The data may surprise you.

Did you know?

Our children are **going online from a younger age**.

67% of children aged 7 to 9, and **85%** for those aged 10 to 12 in Singapore use **smartphones** every day, and are active on **social media**.

However, research has shown that both **screen time** and **type of screen use** (educational vs recreational) can impact our **children's well-being**.

Source: Milieu Insights, [reported by the Straits Times](#) (Feb 2021)

What does this mean?

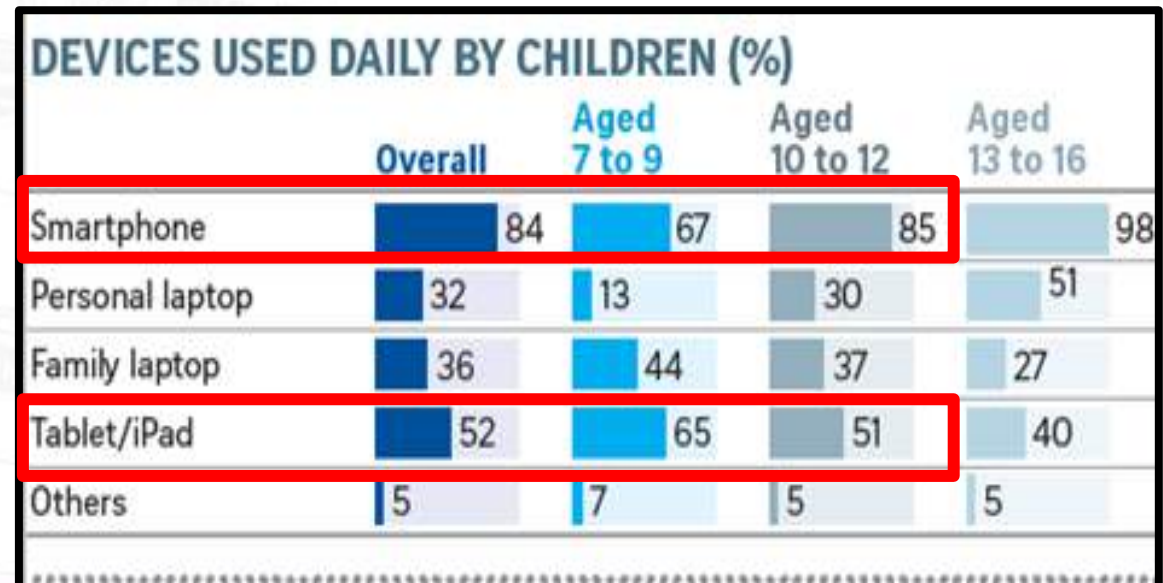
We need to help our children achieve **balanced and purposeful** screen use.

#1 **Resources** on balanced and purposeful screen use are available at the end of the presentation.



CURRENT REALITY
Children are
going online from a
younger age

CURRENT REALITY
Two-thirds of these
children use a
smartphone and/or
a tablet/iPad daily.



Did you know?

A survey of 600 parents in Singapore revealed the types and frequency of **harmful content** our children are exposed to, including cyberbullying, sexual grooming, and sexual harassment.

However, **not all parents are aware** of the **online risks**.

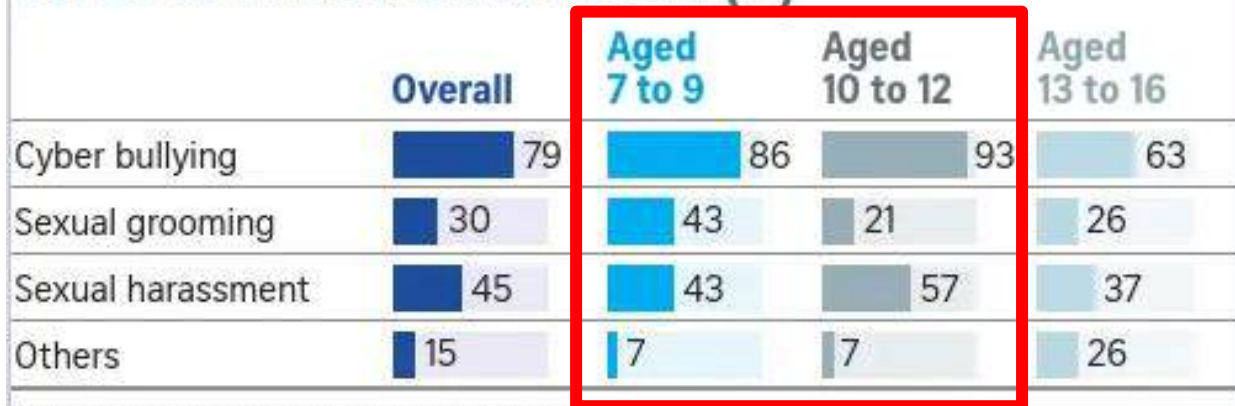
Source: Milieu Insights, [reported by the Straits Times](#) (Feb 2021)

What does this mean?

We need to be **involved** in our children's digital lives, and put in **parental controls** to keep them safe and role-model for responsible use.

#2 **Resources** on parental controls are available at the end of the presentation.

TYPES OF ONLINE HARASSMENT (%)



NOTE: This question was posed only to parents who reported that their children had faced online harassment. The poll is subject to a margin of error that is comparable with other research surveys.

Source: MILIEU INSIG
STRAITS TIMES GRAPHICS

CURRENT REALITY

Types and frequency of harmful content our children are exposed to

Source: Milieu Insights, [reported by the Straits Times](#) (Feb 2021)

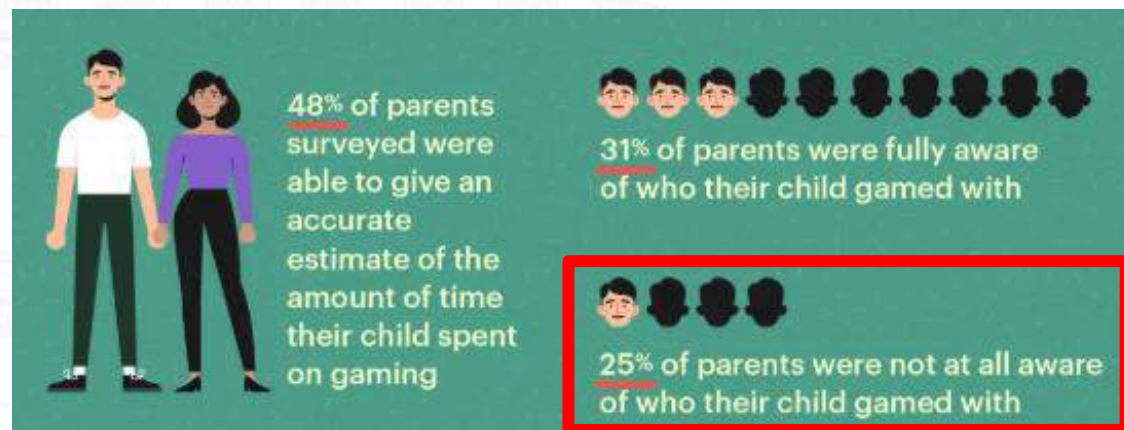
Parents might not be aware, but...

1 in 3 children has chatted with strangers online

1 in 3 children has been exposed to pornographic materials

1 in 4 children has overshared their personal information

Source: [MLC-TOUCH Parent Child Poll Findings](#) (30 Nov 2023)



Source: [MDDI Survey](#) (Feb 2024)

Did you know?

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

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

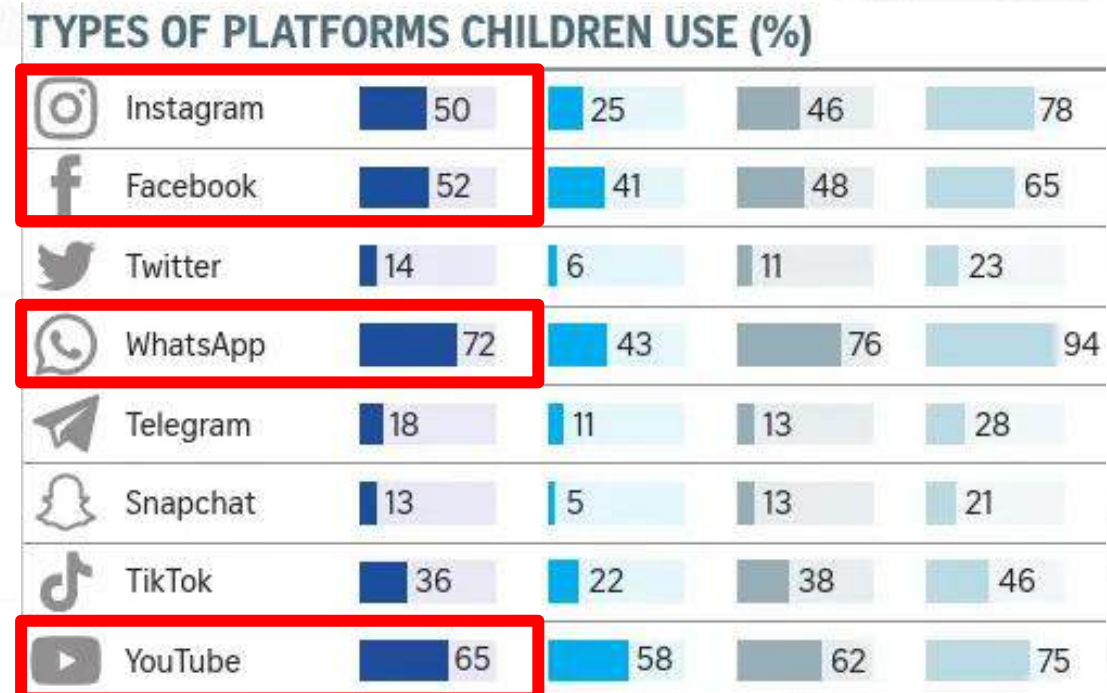
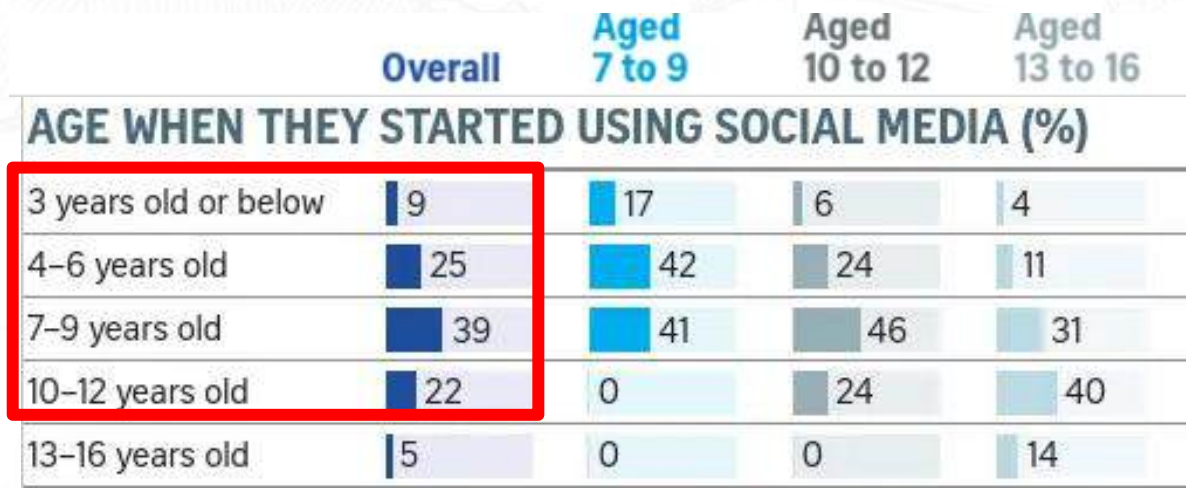
But the **majority of our children** have access to social media **before the recommended ages**.

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.

#3 Resources from Grow Well SG are available at the end of the presentation.



CURRENT REALITY

About
a third
of parents



with children aged
seven to 12 said they
had Instagram accounts

Source: Milieu Insights, *reported by the Straits Times* (Feb 2021)

What is Cyber Wellness?

Cyber Wellness is the ability of our children and youth to navigate the cyberspace safely.

This is done through our **Character and Citizenship Education (CCE) 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**.

Through the curriculum, your child learns knowledge and skills to have **balanced screen use, be safe online, and exhibit positive online behaviours**.

Resources

Scan here to find out more about MOE's Cyber Wellness curriculum:



<https://go.gov.sg/moe-cw-education>

What Will Your Child Learn in School?

Find out what your child will learn about **Cyber Wellness** during **CCE (FTGP)*** lessons and other programmes.

***Character and Citizenship Education (Form Teacher Guidance Period)**

Primary 3 and 4

During
CCE(FTGP)
lessons,
students will
be taught:

Balanced use of digital devices

- Time management and spending time on screen-free activities

Netiquette

- Show respect to others online
- Be considerate when posting opinions online
- Reflect on how our interactions can affect others online

Stand up against cyber bullying

- What to do when encountering cyber bullying
- How to speak up and stand up against cyber bullying

How to stay safe online

- Steps to take to determine if an online friend is trustworthy

My Healthy Screen Time Pledge

I, _____, pledge to be responsible
(my name)
and practise self-control when it comes to using
the computer or the mobile phone.

Tick (✓) 3 things you would like to start practising. I pledge to:

- ☐ set aside time to complete my homework, rest, exercise and spend time with my family.
- ☐ stop my screen time when having my meals and practise the 20-20-20 rule*.
- ☐ put my devices away at least 60 minutes before bedtime.
- ☐ stop my screen time when I have reached the time limit my parents/guardians have set for me.
- ☐ set the alarm for 30 minutes and stop my screen time when it goes off.
- ☐ stop my screen time when I am feeling tired.
- ☐ seek help from my family when I need support/reminders to manage my screen time responsibly.
- ☐ Other(s): _____

REMINDER TO SELF!

Paste this pledge at a place where I can see it every day.

* 20-20-20 rule: Look at something 20 feet (approximately 6 metres) away for 20 seconds after 20 minutes of screen time.

Do My Best **27**



Discuss your child's healthy screen time pledge at home and cultivate accountability.

How Can We Partner Up?

Together, we can raise happy, kind and confident children, ready to thrive in the digital world.

3 areas we can work together on to foster School-Home Partnership

1 Respectful Communication

Our children do best when schools and parents work hand in hand to support them.

2 Role Models

3 Real Connections



Respectful Communication

Listen, understand, and foster kind words and actions between you and your child.



Have regular and genuine conversations with your child

- to better understand what they do online,
- how to stay safe,
- how to use technology in a responsible manner.



Communicate your actions and rationale.

- Let your child know **you care for them** and **want them to be safe online.**



Discuss with your child as you set parental controls to manage device use and stay safe online.



#4

Resources on having open conversations about digital habits are available at the end of the presentation.

Role Models

You play a key role helping your child establish healthy digital habits and learn to use technology in a positive and meaningful way.



Role model healthy use of devices and social media, and good online behaviour for your child/ward.

- E.g. parents/guardians not using devices during mealtimes, respectful online communication



Role modelling respectful conversations.

- You are in the best position to role model these skills through daily interactions with your child.
- **Listen to understand first**, instead of jumping straight into giving advice and solutions.



#5 Resources on role modelling respectful communication are available at the end of the presentation.

Real Connections

Cultivate strong relationships and healthy habits in this digital age.



Provide a safe space for conversations

- Children may hesitate to share their true thoughts and feelings with their parents, as they fear being judged or misunderstood.
- Let your child know that it is **normal to feel or think the way they do**. Help them **feel safe** expressing themselves with you.



Provide a balanced mix of engaging online and offline activities

- **Discuss and develop a timetable** with your child to moderate their time spent on screens.
- Children aged 7 – 12 should have **consistent screen time limits** (less than 2 hours daily, excluding school work).



#6 Resources on providing a safe space for conversation are available at the end of the presentation.

Additional Resources

Bite-sized practical tips and strategies to help you parent effectively in the digital age.

Additional Resources:

Parenting for Wellness



For more bite-sized, practical tips and strategies on building strong parent-child relationships, supporting your child's mental well-being and parenting in the digital age, scan the QR code above to download a copy of the **Parenting for Wellness Toolbox for Parents**.

You can also access the **Parenting for Wellness website** on Parent Hub (hosted by HPB) for personalised access to the full content!

Scan here to
access the PfW
Toolbox for Parents:



Positive Use Guide on Technology and Social Media

Scan here to access
the Positive Use Guide:



The **Positive Use Guide on Technology and Social Media** draws on research to support families as they navigate the digital landscape together. It offers strategies for balanced screen time, how to build healthier digital habits and provides tools like self-check worksheets and curated resources. Scan the QR code on the left to access the guide on the Digital for Life website.

Positive Use Guide

Evidence-Based Insights on the Impact of Digital Devices
on Child and Adolescent Wellbeing



Compilation of Useful Resources

You can access all digital parenting resources shared throughout this slide deck by scanning this QR code.

#15 Resources on tips and strategies to support your child when they might be a cyberbully are available at the end of the presentation.

These resources focus on:

- Managing Device Use
- Respectful Communication
- Role-modelling healthy habits
- Fostering Real Connections
- Unlocking their First Smartphone or Smartwatch
- Playing Online Games
- Accessing their First Social Media Accounts
- Cyberbullying
- Parenting for Wellness
- Positive Use Guide
- Grow Well SG



<https://go.gov.sg/cwresources-parents>

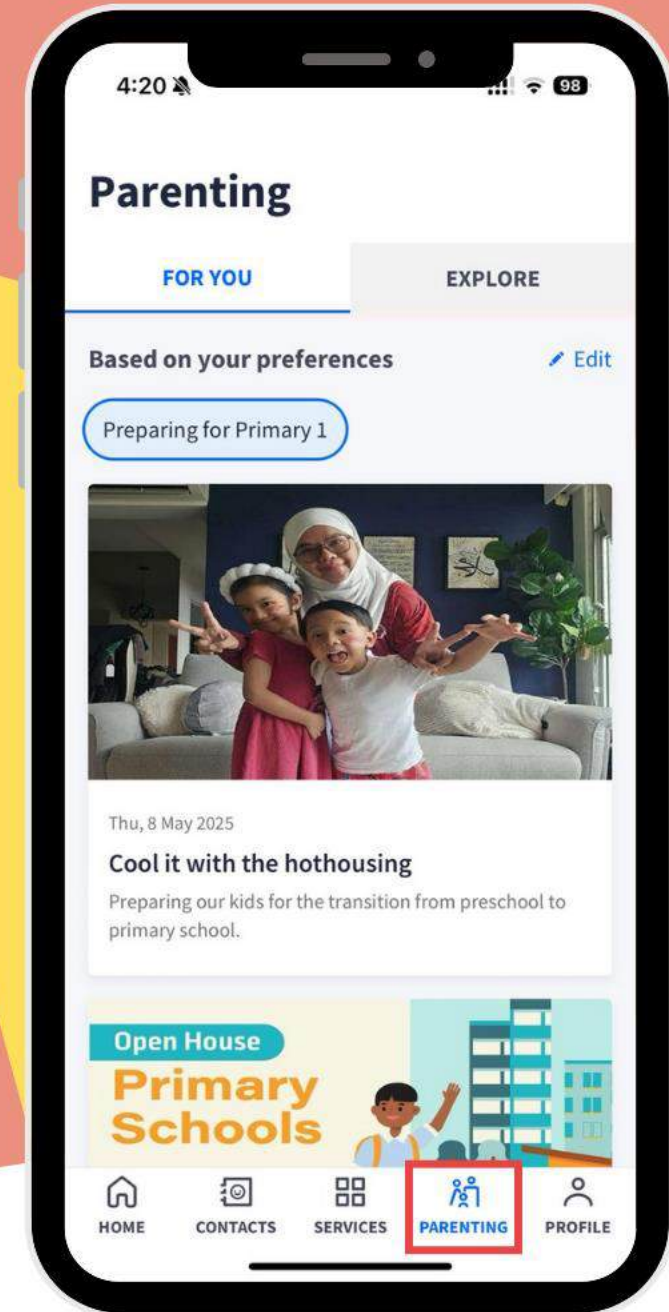




Parenting Resources on Parents Gateway (PG)



Discover rich and customisable parenting resources on topics such as preparing for Primary 1, forging parent-child relationships and education pathways.





Begin your parenting journey with us

@parentingwith.moesg

Follow us on Instagram for bite-sized and actionable parenting tips to tackle the everyday demands of parenting.



Evolution of Singapore's Education System

Industrialisation



Skills/Capital Intensive



Knowledge Based



Innovation Driven
(2012 Onwards)



Survival Driven
(1959 – 1978)



Efficiency Driven
(1979 – 1996)



Ability Based,
Aspiration Driven
(1997 – 2011)



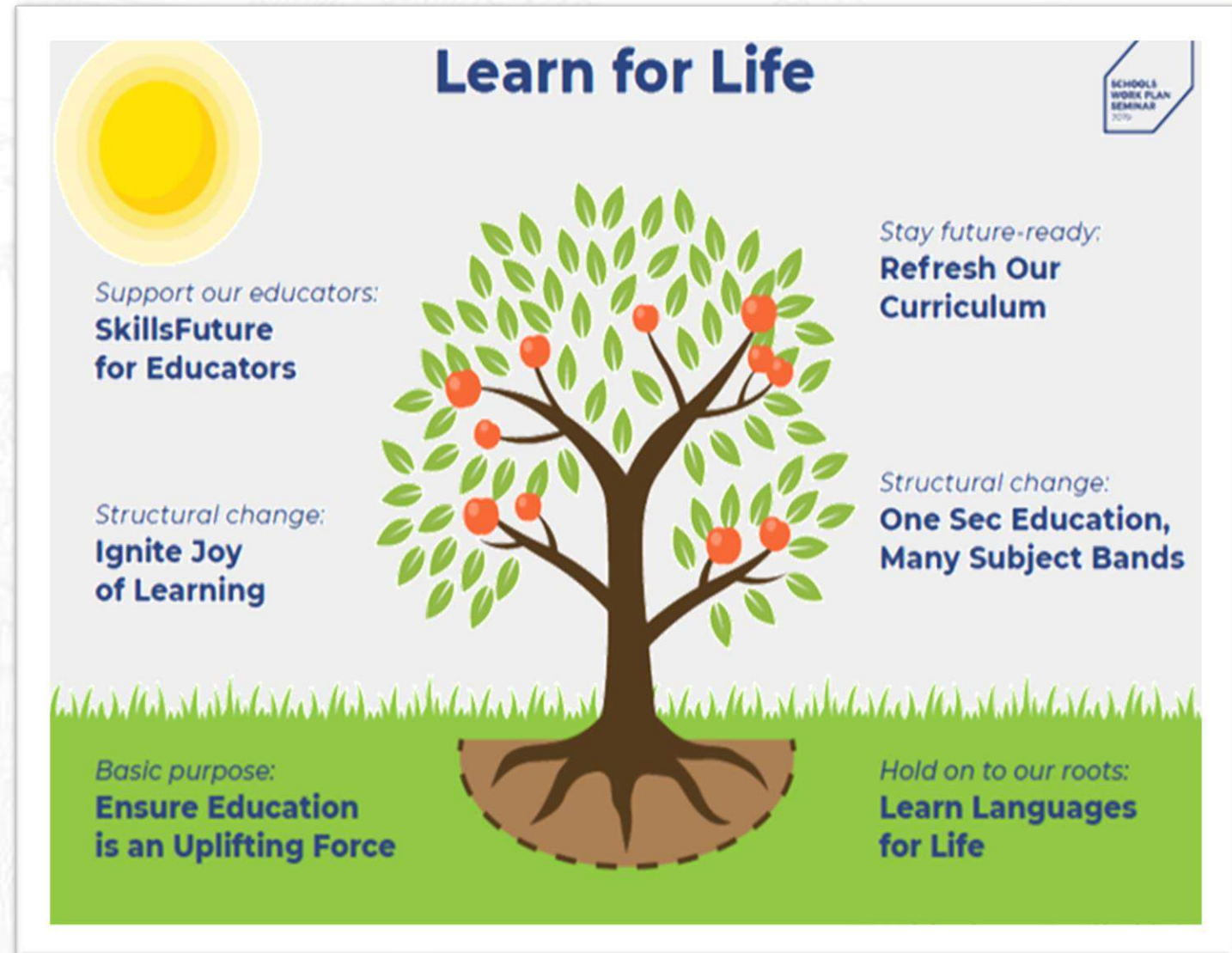
Student-centric,
Values Driven
(2012 Onwards)



Learn For Life

New phase of our education system

- **Develop** diverse **strengths** and **interests** of our students,
- **Nurture** an **intrinsic motivation** to learn
- **Ensure** every child has a **good start** in life and can **access opportunities** at every stage of their lives.



Nurturing the Joy of Learning

- **Reduction of School-Based Assessment Load**
 - Holistic assessments in primary schools
 - Removal of mid-year exams for P3 to P6
- **Changes to PSLE Scoring**
 - Reduce overly-fine differentiation between students & unnecessary competition
- **Broadened Definition of Merit in Admissions**
 - Expansion of Direct School Admission (DSA) and refinement to DSA policy
 - Aptitude-based admissions in IHLs



*“We are evolving towards a more **flexible system** to cater to students with uneven strengths and abilities. Few students are exceptional in every area, and few students are weak in every subject. Most have some strengths and some weaknesses in their learning, and some areas of study that excite them more than others. We therefore need an **approach that encourages every child to find his strengths**, regardless of where he stands overall, and which provides him the opportunity to take his interests seriously.”*



Mr Tharman Shanmugaratnam
Minister for Education, 2006
MOE Work Plan Seminar

SUBJECT-BASED BANDING (SBB) PRIMARY:

OFFERING DIFFERENT SUBJECT COMBINATIONS



SUBJECT-BASED BANDING (SBB) PRIMARY

- MOE Subject-based Banding (SBB) in primary schools was introduced in 2008 to:
 - ❑ Give students the opportunity to take a combination of subjects at standard and foundation levels based on their strengths and aptitudes in each subject
 - ❑ Enable students to stretch their potential in the subjects that they are strong in while building up fundamentals in the subjects that they need more support in
- The revised PSLE scoring system 2021 has not changed the considerations for deciding on a student's subject combination.



WHAT SBB MEANS FOR YOUR CHILD



STANDARD

1. English Language
2. Mathematics
3. Mother Tongue
4. Science



FOUNDATION

1. English Language
2. Mathematics
3. Mother Tongue
4. Science



HIGHER MT

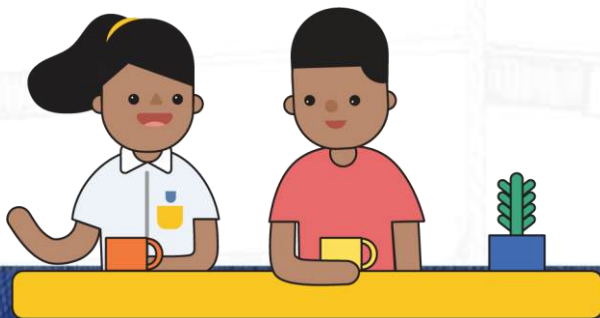
1. Chinese
2. Malay
3. Tamil



Depending on your child's strengths, your child has the choice to take a combination of subjects offered by the school.

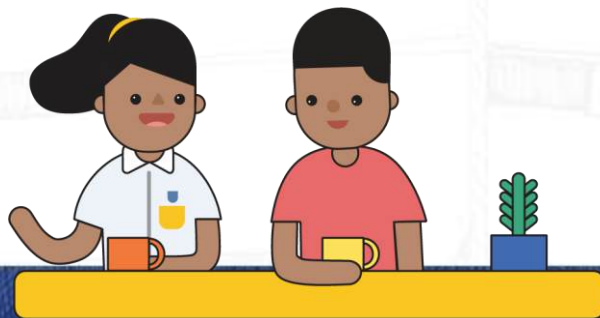
WHAT SBB MEANS FOR YOUR CHILD

- Schools will continue to provide recommendations based on the following:
 - ❑ Student's aptitude, motivation and performance in each subject;
 - ❑ Student's ability to cope with a particular subject combination;
 - ❑ Whether the subject combination focuses sufficiently on literacy and numeracy, and facilitates the student's articulation to secondary school and beyond.

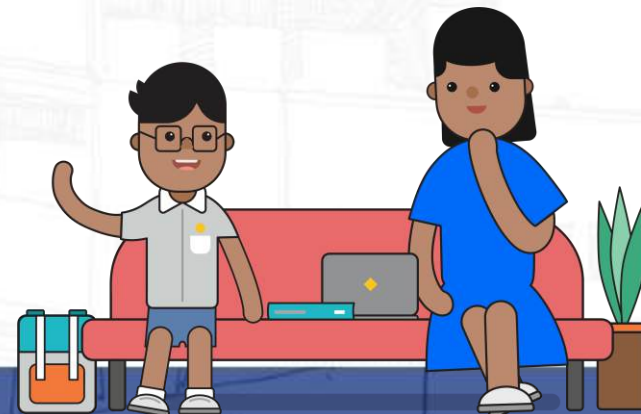
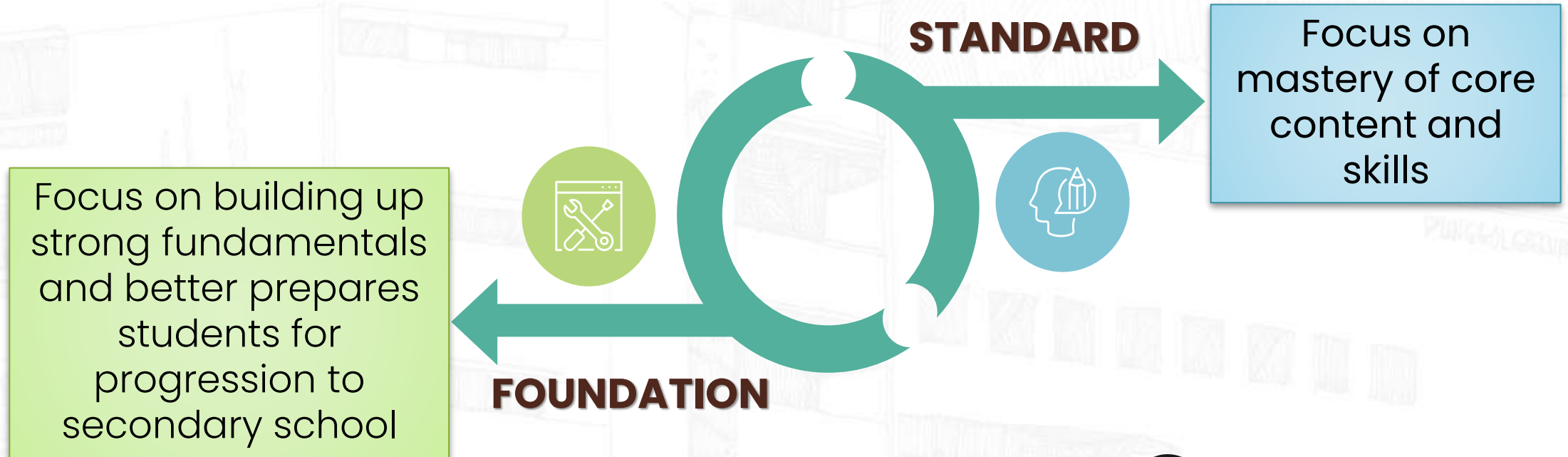


WHAT SBB MEANS FOR YOUR CHILD

- 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.



DIFFERENCE BETWEEN STANDARD AND FOUNDATION SUBJECTS



SUBJECT-BASED BANDING (SBB) AT END OF PRIMARY 4



SBB RECOMMENDATION AT END OF PRIMARY 4

01

P4 PERFORMANCE
ASSESSMENT



02

P1-3 PERFORMANCE
ASSESSMENT



03

RECOMMENDATIONS
BY TEACHERS



STUDENT-CENTRIC & HOLISTIC APPROACH

SBB SUBJECT COMBINATION OPTIONS

If your child (for P4 Exam)	Your child may be recommended to take
Passes all 4 subjects and performs very well in MTL Language	<ul style="list-style-type: none"> • 4 standard subjects + Higher Mother Tongue
Passes all 4 subjects	<ul style="list-style-type: none"> • 4 standard subjects
Passes 3 subjects	<ul style="list-style-type: none"> • 4 standard subjects; • 3 standard subjects + 1 other foundation subject
Passes 2 subjects or less	<ul style="list-style-type: none"> • 4 standard subjects; • 3 standard subjects + 1 other foundation subject; • 2 standard subjects+ 2 other foundation subjects; • 1 standard subject + 3 other foundation subjects; or • 4 foundation subjects

SUBJECT-BASED BANDING (SBB) AT END OF PRIMARY 5



SBB RECOMMENDATION AT END OF PRIMARY 5

01

P5 PERFORMANCE
ASSESSMENT



02

P1-4 PERFORMANCE
ASSESSMENT



03

RECOMMENDATIONS
BY TEACHERS



STUDENT-CENTRIC & HOLISTIC APPROACH

SBB AT END OF PRIMARY 5

Based on the student's academic performance at of Primary 5, and teachers' assessment of child's ability to cope with the subjects, the school can make adjustments to the subject levels/combination.

For example:

At the end of Primary 4 (Parents' Option)	At the end of Primary 5 (School's Decision)
4 Standard	→ 3 Standard Subjects + Foundation Mother Tongue Language

SBB AT END OF PRIMARY 5

The following are the guidelines for movements after primary 5:

At the end of Primary 5, if your child	At Primary 6 (School's Decision)
Scores AL6 for at least 3 subjects	→ Keep to same subject combination
Scores AL7 & below for all subjects	→ Switch to 4 Foundation subjects

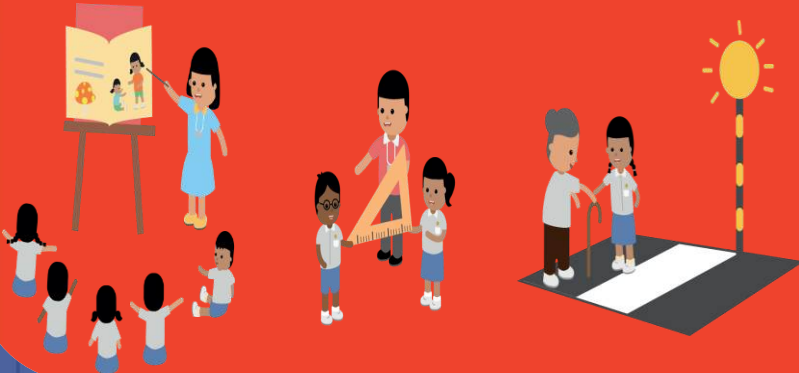
SBB PRIMARY IN A NUTSHELL

@ 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.

SOME IMPORTANT IMPLICATIONS FOR STUDENTS OFFERING HIGHER MOTHER TONGUE LANGUAGE

- Attend 1-hour extended curriculum after school
- *Need to manage:
 - ☐ Additional homework load
 - ☐ Sit for an additional paper (HMT) at P5, P6 and PSLE
- No remedial programme for HMT as students are expected to meet the minimum standard required to take the subject already
- Students who do not take HMT at P5 will not be offered HMT at P6.

***NOTE:** Students **should not** take HMT if he/she is unable to cope with learning of MT or any of the other subjects.

THE REVISED PSLE SCORING SYSTEM 2021 & SECONDARY 1 POSTING EXERCISE



THE PSLE REMAINS A USEFUL CHECKPOINT

- The PSLE remains a useful checkpoint for us to:
 - ☐ Understand where our children are at in their learning after six years of primary school
 - ☐ Gauge our children's learning needs so that they can progress to a secondary school and take subjects at a suitable level
- The Revised PSLE Scoring System 2021 aims to:
 - ☐ Reduce fine differentiation at a young age
 - ☐ Recognise students' level of achievement, regardless of how their peers have done

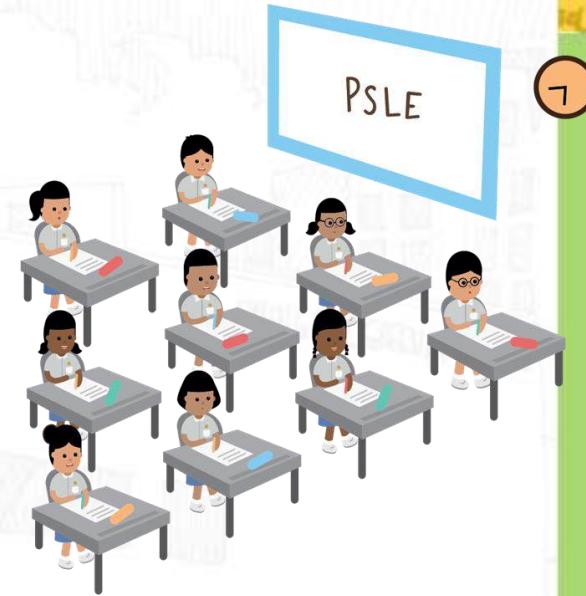


FROM T-SCORE TO WIDER SCORING BANDS, HOW THE PSLE SCORING WORKS

AL	RAW MARK RANGE
1	≥ 90
2	85 – 89
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	< 20

Reflects a student's individual level of achievement

Unlike the T-score, students' AL for each subject will reflect their level of achievement, rather than how they have performed relative to their peers.



FROM T-SCORE TO WIDER SCORING BANDS, HOW THE PSLE SCORING WORKS

- The PSLE Score is obtained by adding the Achievement Levels (ALs) of four subjects and ranges from 4 to 32, with 4 being the best.
- From 2024, students will take subjects at three subject levels: G1, G2, G3 (G stands for General), based on their aptitude for and interest in the subjects.
- Students will continue to be posted into secondary schools through three scoring bands.



ENGLISH	AL3
MOTHER TONGUE	AL2
MATHEMATICS	AL1
SCIENCE	AL2

PSLE SCORE: 8

SCORING FOR FOUNDATION LEVEL SUBJECTS

Foundation Level AL Reflected on Result Slip	Foundation Raw Mark Range
A	75 – 100
B	30 – 74
C	< 30

- Under the new AL system, to reduce fine differentiation among students, Foundation subject grades will be graded in 3 scoring bands from AL A to C.
- Like Standard subject ALs, the Foundation subject ALs will reflect a student's level of achievement, rather than how they have performed relative to their peers.



FOUNDATION LEVEL SUBJECTS GRADES

Foundation Level AL Reflected on Result Slip	Foundation Raw Mark Range	Equivalent Standard Subject AL	Standard Raw Mark Range
A	75 – 100	6	45-64
B	30 – 74	7	20-44
C	< 30	8	<20

- For Sec 1 posting, Foundation level AL A to AL C will be mapped to AL 6 to AL 8 of Standard level subjects respectively, to derive a student's overall PSLE Score.
- This mapping is based on the learning and assessment load of the subjects, and informs students of their readiness to access the curriculum at the secondary level.

ELIGIBILITY FOR SECONDARY SCHOOL HIGHER MOTHER TONGUE LANGUAGE (HMTL)

- The eligibility criteria for taking HMTL is intended to ensure that students can cope with the higher academic load, and takes reference from the criteria under the previous PSLE scoring system.
- For students who do not meet the criteria, secondary schools will continue to have the flexibility to offer HMTL to students, if they are assessed to have high ability and interest in MTL and are able to take HMTL without affecting their performance in other subjects.

ELIGIBILITY CRITERIA FOR SECONDARY SCHOOL HMTL

- (i) PSLE Score of 8 or better
OR
- (ii) PSLE Score of 9 to 14 inclusive; and attain
 - AL1 / AL2 in MTL or
 - Distinction / Merit in HMTL



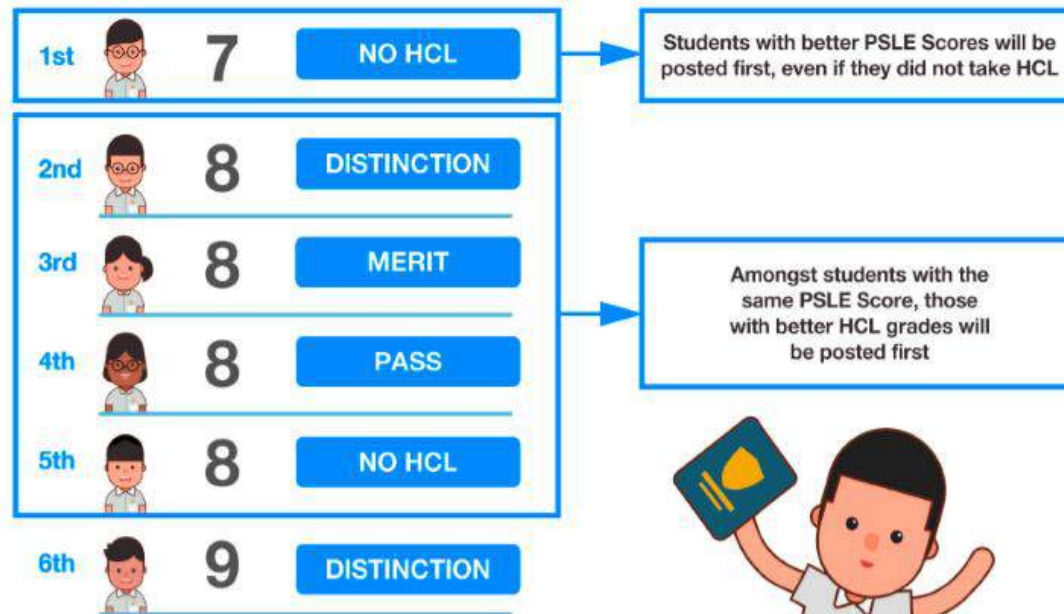
USE OF HIGHER CHINESE LANGUAGE (HCL) FOR ADMISSION INTO SAP SCHOOLS

Example

Using HCL for Admission into SAP Schools

Students who take HCL will receive a posting advantage when applying to SAP schools

Students will be considered for admission to SAP schools in the following order:



Under the Revised PSLE Scoring System 2021, there will continue to be HCL posting advantage for entry to SAP schools

- Students will be ranked taking into account their performance in HCL.
- This posting advantage applies before the tie-breakers for S1 posting.

SCORING FOR MTL-EXEMPT AND STUDENTS STUDYING AN ASIAN LANGUAGE/ FOREIGN LANGUAGE (ASL/FL) IN LIEU OF AN MTL

- For students who are exempted from MTL or take an AsL/FL in lieu of an official MTL, **their PSLE result slip will only reflect the three subjects they have taken.**
- However, for the purpose of Secondary 1 posting exercise, these students will need an **assigned MTL score** so that they have a PSLE score comprising four subjects:
 - ❑ To determine the assigned MTL score, **reference is made to MTL scores of other students** who have achieved **similar scores in English, Mathematics, and Science.**
 - ❑ Maintaining parity of treatment with students who take Foundation MTL (who will score between AL 6 to 8), students will receive an assigned MTL score between AL 6 to 8 in PSLE.



FULL SUBJECT-BASED BANDING (SBB) IN SECONDARY SCHOOLS



ONE EDUCATION, MULTIPLE PATHWAYS: FULL SUBJECT-BASED BANDING (FSBB) IN SECONDARY SCHOOLS

FSBB in secondary schools aims to further nurture the joy of learning and develop multiple pathways to cater to different student profiles, so that students:

- have **greater ownership** of their education, and learn each subject at the level that best caters to their overall strengths, interests and learning needs.
- have **more opportunities to interact with friends** of different strengths and interests.
- are not be held back by negative self-concepts and labelling.
- have **increased access to post-secondary pathways**, while having strong fundamentals in their subjects so that they are able to thrive in the pathway they choose.

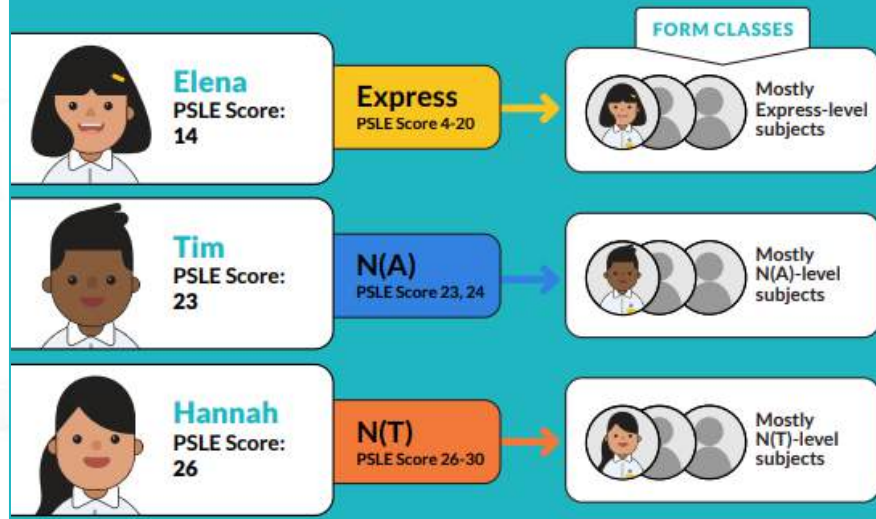


ONE EDUCATION, MULTIPLE PATHWAYS: FULL SUBJECT-BASED BANDING (FSBB) IN SECONDARY SCHOOLS

BEFORE
2024



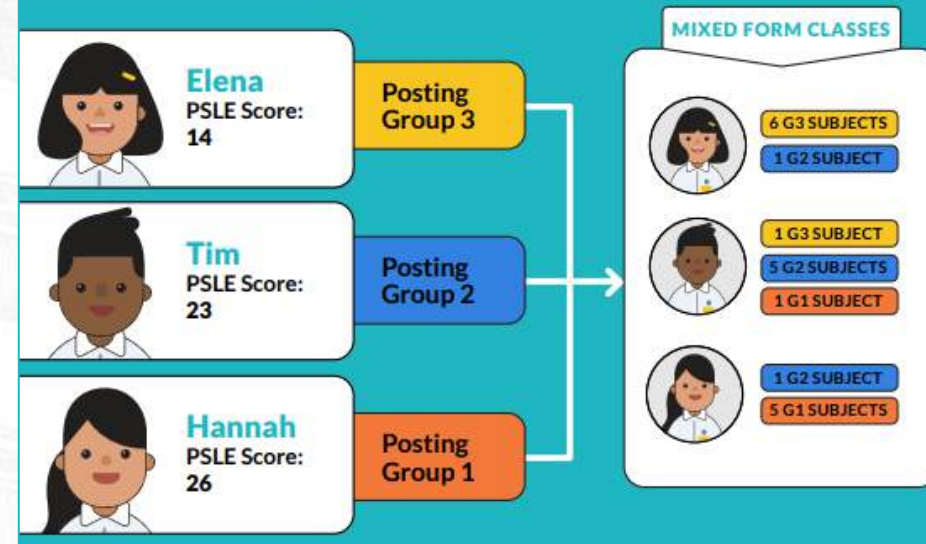
Based on their PSLE scores, Elena, Tim and Hannah are allocated to the **Express**, **N(A)** and **N(T)** streams respectively. These academic streams largely determine students' access to subjects and programmes in secondary school, and post-secondary pathways.



Entering Sec 1 from 2024

Posting Groups will be used to facilitate the admission of students to secondary schools. Elena, Tim and Hannah are posted to their school of choice through Posting Groups 1, 2 and 3.

They become classmates in the **same form class**.



FROM
2024

ONE EDUCATION, MULTIPLE PATHWAYS: FULL SUBJECT-BASED BANDING (FSBB) IN SECONDARY SCHOOLS

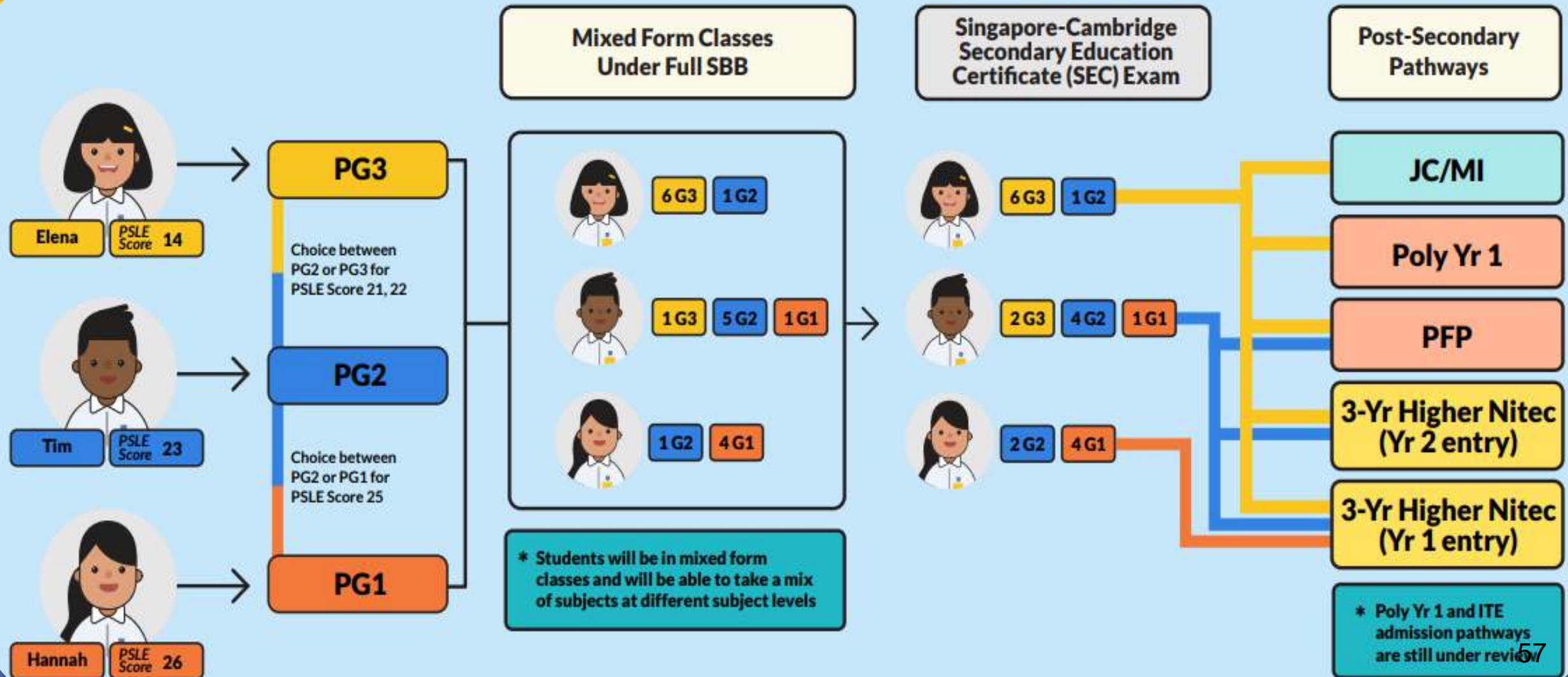
**FROM
2024**

Changes to Secondary 1 posting

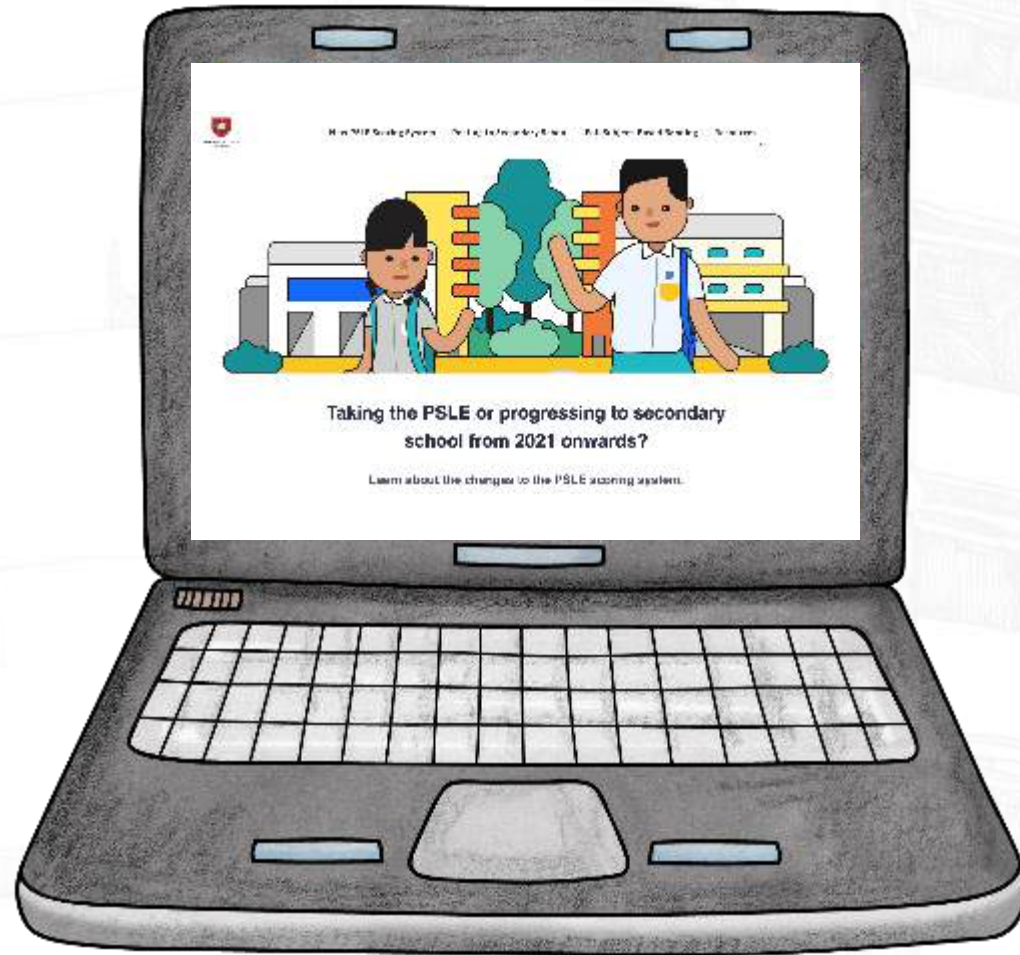
- Starting from the 2024 Sec 1 cohort, Pri 6 students will be admitted to Sec 1 through three posting groups
- Posting groups are assigned based on PSLE scores, mapped from existing PSLE score ranges for Express, N(A) and N(T) streams

PSLE Score	Posting Group	Subject level for most subjects
4-20	3	G3
21 and 22	2 or 3	G2 or G3
23 and 24	2	G2
25	1 or 2	G1 or G2
26 - 30 (with AL 7 in EL and MA)	1	G1

ONE EDUCATION, MULTIPLE PATHWAYS: FULL SUBJECT-BASED BANDING (FSBB) IN SECONDARY SCHOOLS



Find out more on the PSLE-FSBB MICROSITE!



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

THANK YOU FOR JOINING US TODAY & HAVE A LOVELY WEEKEND AHEAD!

