WELCOME
to the
SHUQUN FAMILY

- **Formative years**
- **Early stages of learning**
- **Discovering talents and abilities**

- **Lay a strong foundation**

- **Nurture well-rounded individuals and passionate lifelong learners**

- **Prepare the child for the future**

Academic

- English Language (EL)
- Mother Tongue Language (MTL)
- Mathematics (MA)

Non-Academic

- Art (AC)
- Music (MU)
- Social Studies (SS)
- Physical & Health Education (PHE)
- Form-Teacher-Guidance Period (FTGP)
- Character & Citizenship Education (CCE)
- Programme for Active Learning (PAL)

Non-Academic

- **Art & Music**
  - Develops awareness and appreciation, ability for creative expression and communication and exposure towards an informed and life-long involvement
- **Social Studies**
  - Helps students understand the interconnectedness of Singapore and the world they live in and appreciate the complexities of the human experience
  - Our school, our country, our world
- **Physical Education**
  - Develops fundamental motor skills and inculcates the love for physical activities

Shuqun Primary

Character-building

- Form Teacher Guidance Period **(FTGP)**

- Student-Teacher Contact Time **(STCT)**

- Values in Action
  (Awareness -> Action -> Advocacy)

- School based commemorative events e.g. Total Defence Day, Racial Harmony Day, etc

- Participation at school's niche efforts e.g. Garage Exchange as part of Environment Education

Programme for Active Learning (PAL)

- Greater emphasis on <u>Non-Academic Development</u>

- Broad exposure to <u>Sports & Games, Outdoor Education, Visual Arts & Performing Arts</u>

- Allowing students to <u>discover new interests</u>

- Nurturing <u>Confidence, Curiosity, Creativity & Cooperation</u>

Holistic Assessment to support Learning and Development

Assessment that focuses on:

- building the child's confidence & desire to learn

- providing information on learning progress

- providing richer feedback on the child's development and a more complete picture of his/her achievement and progress

Descriptors	Criteria
Emerging	Has attained only some of the requirements of the Learning Outcome
Developing	Has attained most of the requirements of the Learning Outcome
Competent	Has attained all the requirements of the Learning Outcome

STUDENT LEARNING EXPERIENCES

Shuqun Primary

Leveraging **Positive Education** approach to create a culture of well-being at the heart of quality education

- Encouraging Positivity

- Building Relationships

- Facilitating Outcomes

- Focusing on Strengths

- Fostering Purpose

- Enhancing Engagement

- Teaching of Resilience

Shuqun Primary

An Engaged Learner
Rooted in Values
With a Heart to Serve

Shuqun Primary

Fun Ways to Get Ready for Primary 1

Shuqun Primary

Be an Effective Parent Using Triple P

Part 1: Friday, 16 January 2026

Part 2: Thursday, 22 January 2026

**Sharing on the Curriculum for
English, Math, Mother Tongue Languages
by
Heads of Departments**

● **I**ntegrity ●   ● **C**are ●   ● **A**daptability ●   ● **R**espect ●   ● **E**xcellence ●

English Language at the primary level – key points to note

1. English Language Syllabus (ELS) 2020
- Main Focus

2. The STELLAR Curriculum

3. Reading Culture

MAIN FOCUS OF ELS 2020

To develop knowledge and independent use of the English Language

Through
an enjoyment of the language and
promotion of extensive reading

THE STELLAR CURRICULUM

STrategies for English Language Learning And Reading
Children who love reading and have a strong foundation in EL

- Possess **the values, dispositions and skills** to listen actively to multiple perspectives
- Communicate **confidently, effectively and sensitively** while working towards shared goals
- Process information **more critically and with discernment**

READING CULTURE

- The latest research findings show that **leisure reading** increases reading achievement scores which is correlated with language proficiency and academic achievement scores.

- **Reading Culture@SQPS aims to develop in students a love for reading** through weekly reading periods, reading programmes (e.g. Reading Activity Booklet with rewards), and library activities.

- We want to partner parents to do more of the following:
  - Read to the child
  - Read with the child
  - Talk about books and authors

How a child's brain works when reading printed story books v animated books

E-books may be more attractive to a child, but printed books build mental muscles.

Sandra Davie
Senior Education Correspondent

SINGAPORE - It's that time of year again when parents, to prepare their children for the next school year, are stocking up on textbooks.

Such parents often have complaints about the efficacy of printed story books that primary schools use to teach their children how to read. In fact, they search high and low for digital versions of the storybooks such as Ants In A Hurry and Dan The Flying Man and argue that not only are e-books more convenient, but they also engage their children better.

One parent who wrote in recently said her son will not pick up a printed book. But given the same book, in an animated version on a tablet, he is an eager reader.

I get it. It's true that e-books are much more convenient, and looking at how kids are glued to their tablets, they appear to engage kids better. Printed books are also much more expensive than e-books. But we need to ask ourselves if screens are really the best way for children to learn to read.

The evidence for reading printed books is voluminous and compelling.

I have written about this before but the research done by Dr John Hutton, a paediatrician and clinical researcher at Cincinnati Children's Hospital in the United States, bears repeating.

He took scans of brain activity in children aged three to five, to study what is really going on in a child's brain when engaged with different types of books.

For the printed book, children listened to the story being narrated while big pictures were projected on the screen. The child was then told the same story in e-book format, with a fully animated cartoon and narration.

While using the e-book, the brain scans of the children presented a striking drop in overall connectivity among different parts of the brain. The children were struggling to keep track of what was happening in the fast-moving animation.

Mental muscles

The study concluded that reading printed books was better, as the scans showed a balanced integration of the visual networks and the language networks.

Dr Hutton explained that printed books with pictures help to develop the "mental muscles" in a child, by allowing him to form mental images and reflect on a story's meaning.

With e-books, too much exposure to animation tends to shut down the networks, as the images move too quickly.

"It short circuits the process – the child does not have to imagine the story – it's being fed to them," said Dr Hutton.

Parents must realise that reading to a child from an electronic device also detracts from the dynamic that drives language development in a child.

Called the "serve and return" model of interaction between a parent and a child, this takes place when a parent reads a book with a child – turning pages, pointing at pictures, talking about the story. This "serve and return" also develops reasoning, thinking and even creativity in a child. This important dynamic is lost when parents use an e-book.

Other studies, including a 2013 study at Temple University in the US, found that children aged three to five had lower reading comprehension in cases where their parents read to them from e-books than those whose parents used traditional books.

Part of the reason, the study said, was that parents and children using an electronic device spent more time focusing on the device itself than on the story.

Experts say reading books on digital devices also makes a difference to whether children grow up to enjoy reading and read for the sheer pleasure of it.

Take, for example, the results of the 2021 Progress in International Reading Literacy Study released in May 2023.

It surveyed students at the equivalent of Primary 4 level across 57 countries and territories, including Singapore, and our students topped the reading literacy ranking with a score of 587 in 2021. Ireland was in second place with 577, followed by Hong Kong with a mean score of 573.

But a significant finding was that a smaller proportion around the world and in Singapore said they enjoyed reading a lot.

Enjoying that book?

The proportion of students here who reported "enjoying reading a lot" fell to 51 per cent , the lowest in over a decade. In 2011, the proportion was 60 per cent.

Experts say this is in part due to the trend of reading only on digital screens. Children who read only on screens are less likely to enjoy reading and less likely to have a favourite book.

Storybook apps for kids come with interactive parts, designed to get them to tap on the screen. The sounds and movements do not give children time and space to deeply engage with a story in the way that an old-fashioned book does.

Academics who study the reading brain warn that when reading online, both children and adults tend to "skim" for information, partly because of the torrent of text and information presented to us on digital devices.

Professors at San Jose State University have conducted a series of studies which indicate that the "new norm" in reading is skimming, with word-spotting and browsing through the text. Many readers now use an F or Z pattern when reading in which they sample the first line and then word-spot through the rest of the text.

Anyone who has ever read a story to a child using a printed book knows how different the experience can be. As the story unfolds, you can see the child anticipating what comes next, comparing it to other stories and real-life situations, imagining how the characters feel and how she would feel in the same situation.

Professor Maryanne Wolf, who draws on the perspectives of neuroscience, literature and human development to chronicle the changes in the brain that occur when children are immersed in digital media, warned that skimming, instead of reading at deeper levels, has wide-ranging effects on children's ability to think critically and to take on the perspectives of others.

She said that skimming also promotes a reliance on silos of familiar information, and thus hampers the development of taking on other perspectives and the basis of empathy, among other human qualities that deep reading can provide.
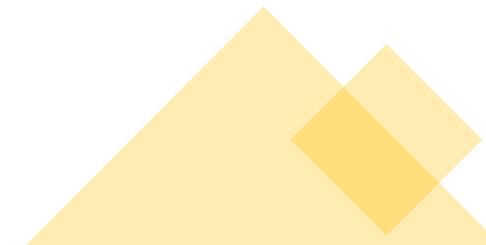
The implications are profound, As Prof Wolf puts it: "It's about how do we interest people in developing their own intelligence, their own best thinking, and not to be content with a skim that literally misses beauty, misses the depths of language and meaning, misses complexity, misses our own ability to be critically analytic, misses our ability to leave our little selves, our egocentric spheres, and enter the perspective of another person."

Parents no doubt have practical reasons for preferring e-books, but they need to check if their thinking goes against the science of early childhood development.

Things are more complicated than they seem when dealing with the question of how best to develop our children. This includes issues such as why primary schools insist on teaching handwriting – even cursive handwriting – and children are still encouraged to do arts and crafts by hand rather than on tablets.

Sometimes, the old ways are still the best.

WHAT PARENTS CAN DO TO HELP YOUR CHILD

- Know what is happening (what he/she needs to do and when)
- Be patient as your child needs time to absorb the language
- Be enthusiastic and give a lot of encouragement and praise for your child's effort
- Support your child's reading journey e.g. show interest in the books that your child is reading
- Monitor and supervise your child's learning, especially reading, spelling and handwriting

Why spelling and handwriting?
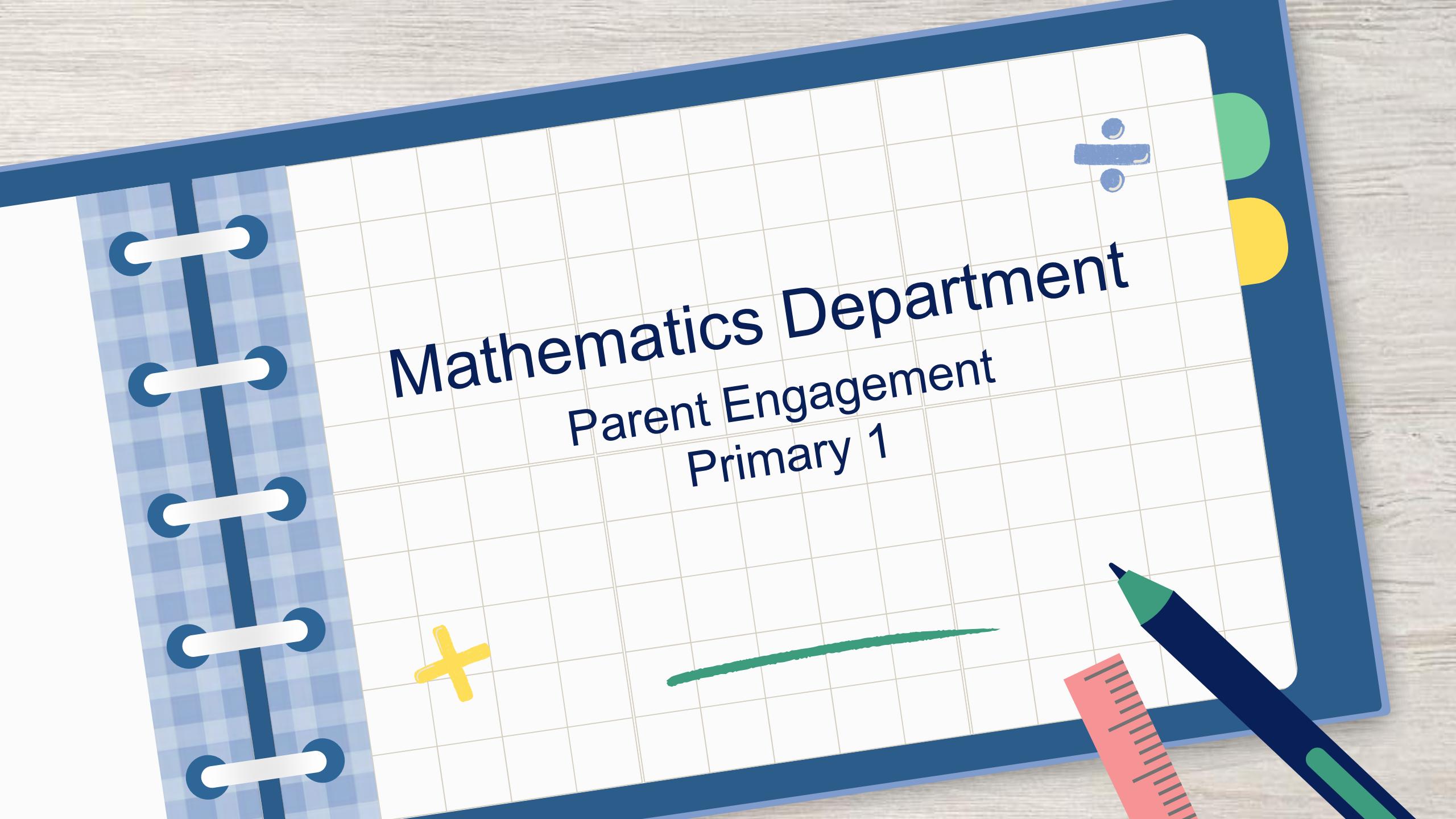
- Helps to build **confidence** as the students progress through their school years
- Shows that a student is engaged in their learning, and it provides them with the **tools** necessary to communicate their ideas effectively
- Handwriting teaches letter formation and **supports reading and language acquisition**. Additionally, when the students practise handwriting, it helps them to be **confident** as they write to express their ideas
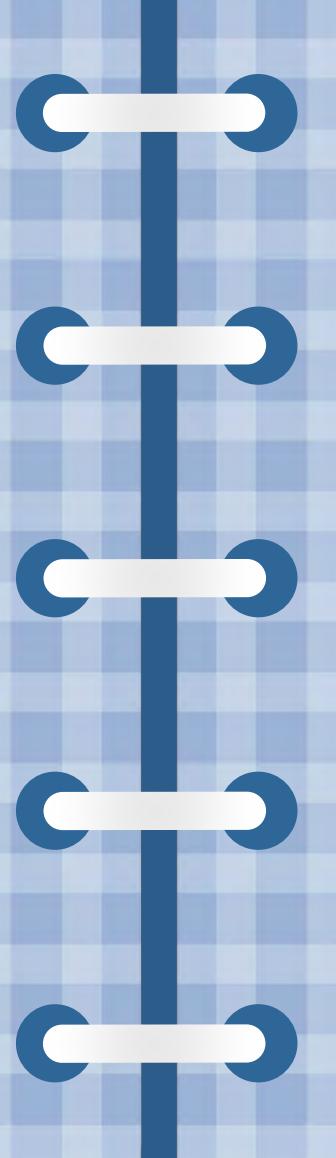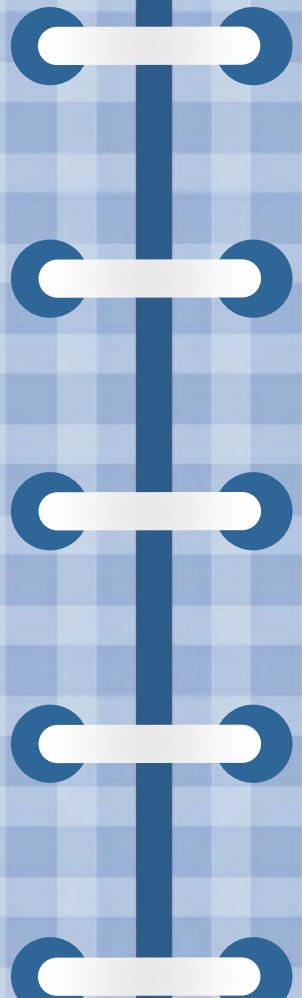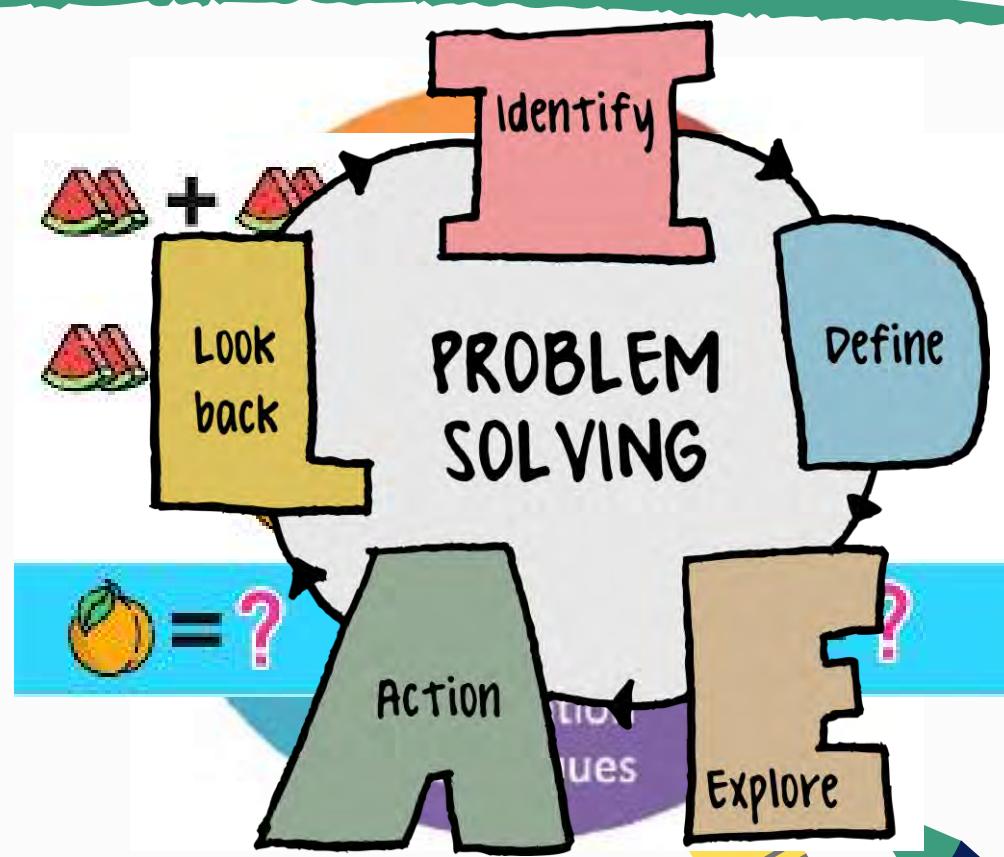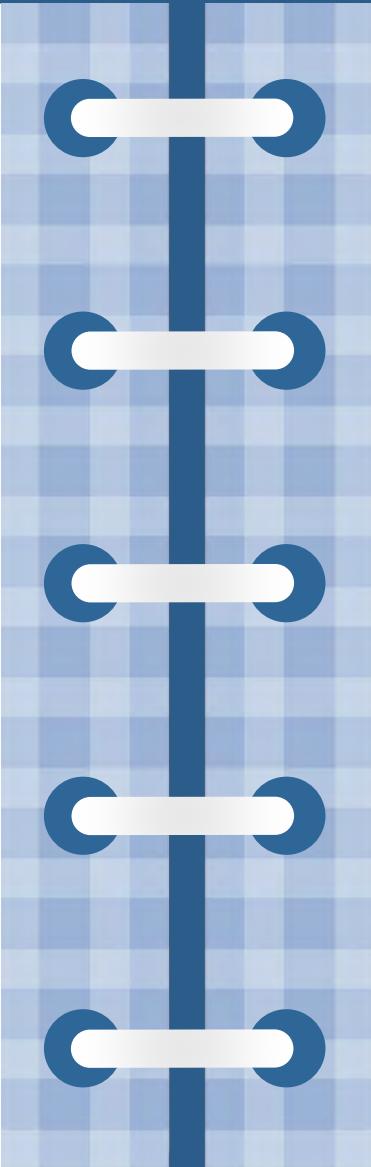
Why learn Math?

Builds
Promotes
Problem
basic
Logical
solving
numerac
Reasoning
y skills
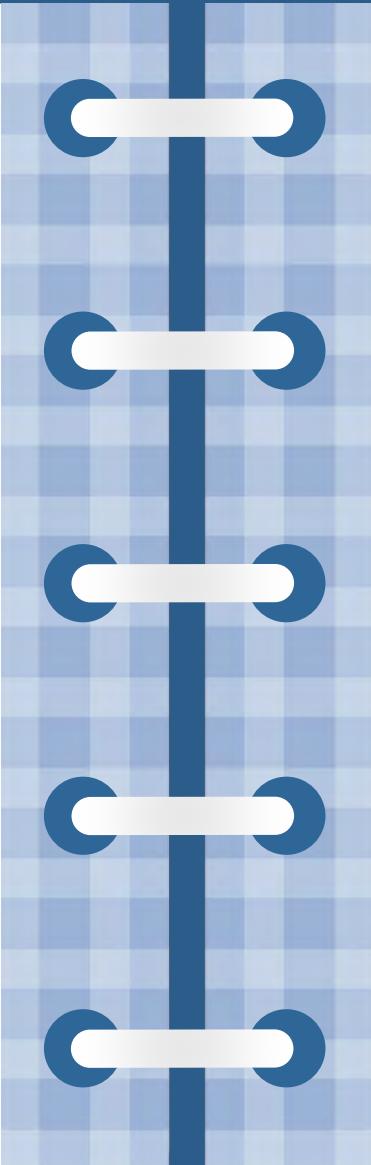
Here in SQPS…

- We construct a strong foundation through Concrete–Pictorial–Abstract (CPA).
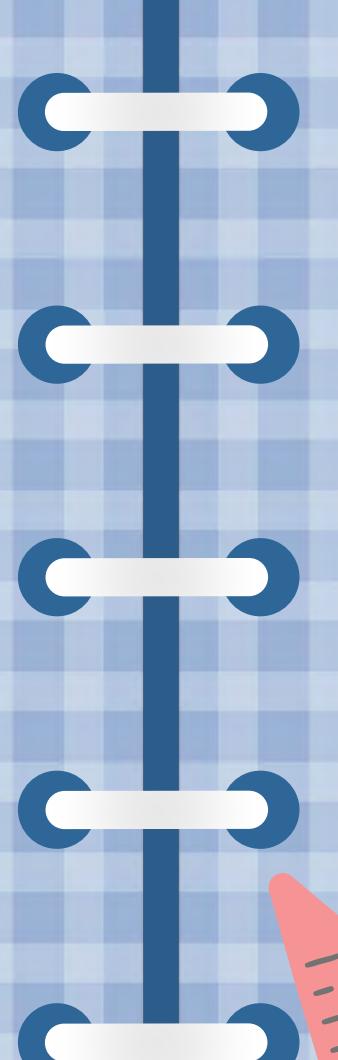
Here in SQPS…

- We develop problem-solving skills.

	My Actions
Study	What am I given? • <u>*Underline*</u> characters and keywords • *Circle* numbers • Show connections *(arrow)*
	What am I asked to find?
Think	What strategy should I use?
	Can I draw a model or picture?
Act	I will apply the strategy
	I will write out number equations
Reflect	Did I answer the question?
	Have I checked for • Number Transfer? • Unit? • Calculation?
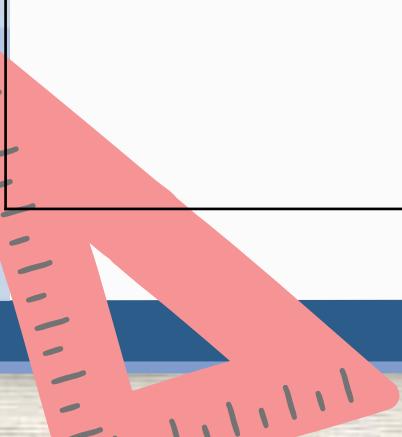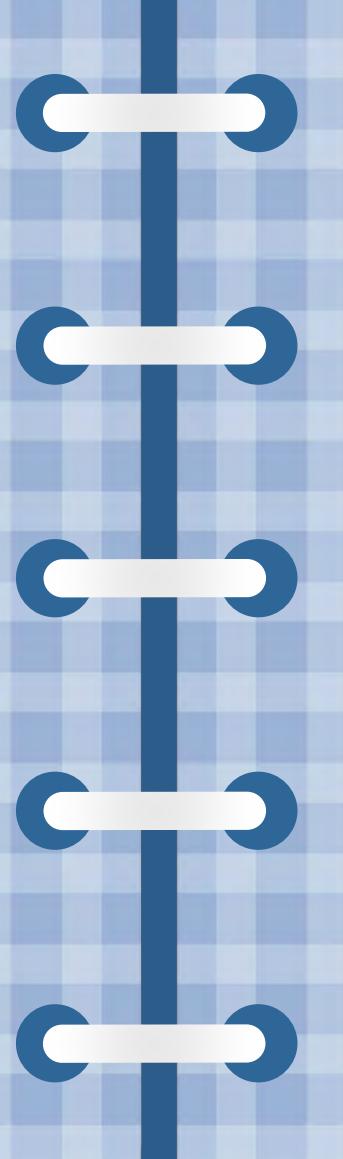
Here in SQPS…

- We engage students in Math activities beyond classroom.

Math activities	Competition	Math display
➢ Math trail ➢ ICT quiz	➢ Poster design competition ➢ Game competition	➢ Math wall ➢ Math notice board ➢ Staircase decal
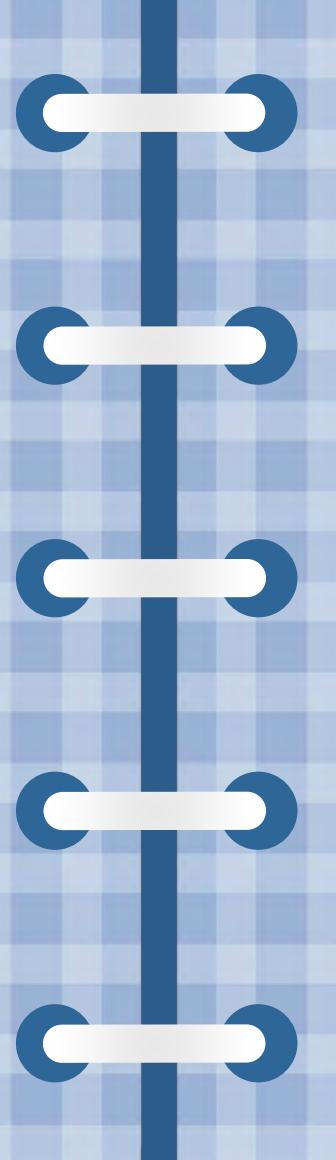
Here in SQPS…

- We have a vibrant learning environment.

Spiral Snakes and Ladders
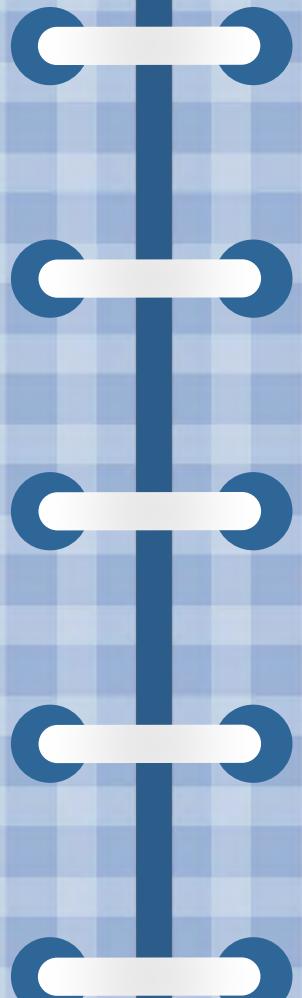
Here in SQPS …

- We encourage self-directed learning habits.
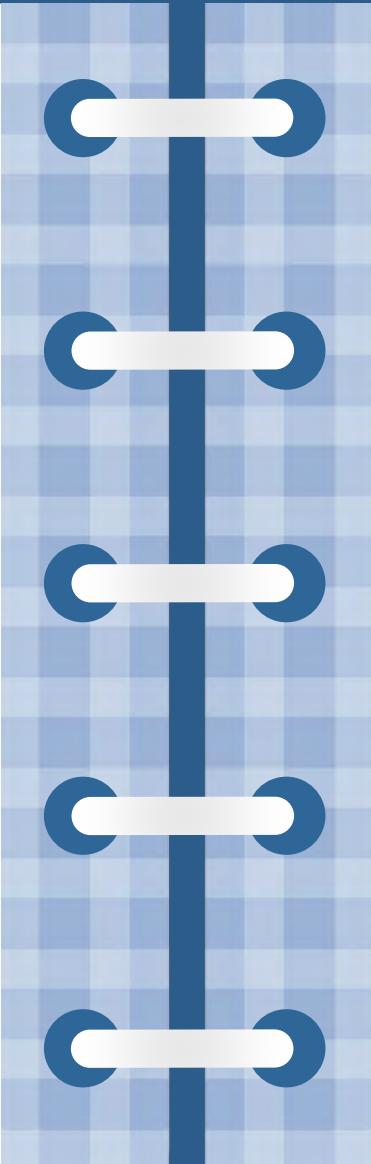
Learning Support for Mathematics

- Conducted in small groups
- Focus on hands-on learning using concrete materials
- Regular monitoring of progress
- Close partnership between LSM teacher and form teacher

Primary 1 Topics

Numbers to 100

Addition and Subtraction within 100

Multiplication and Division

Shapes
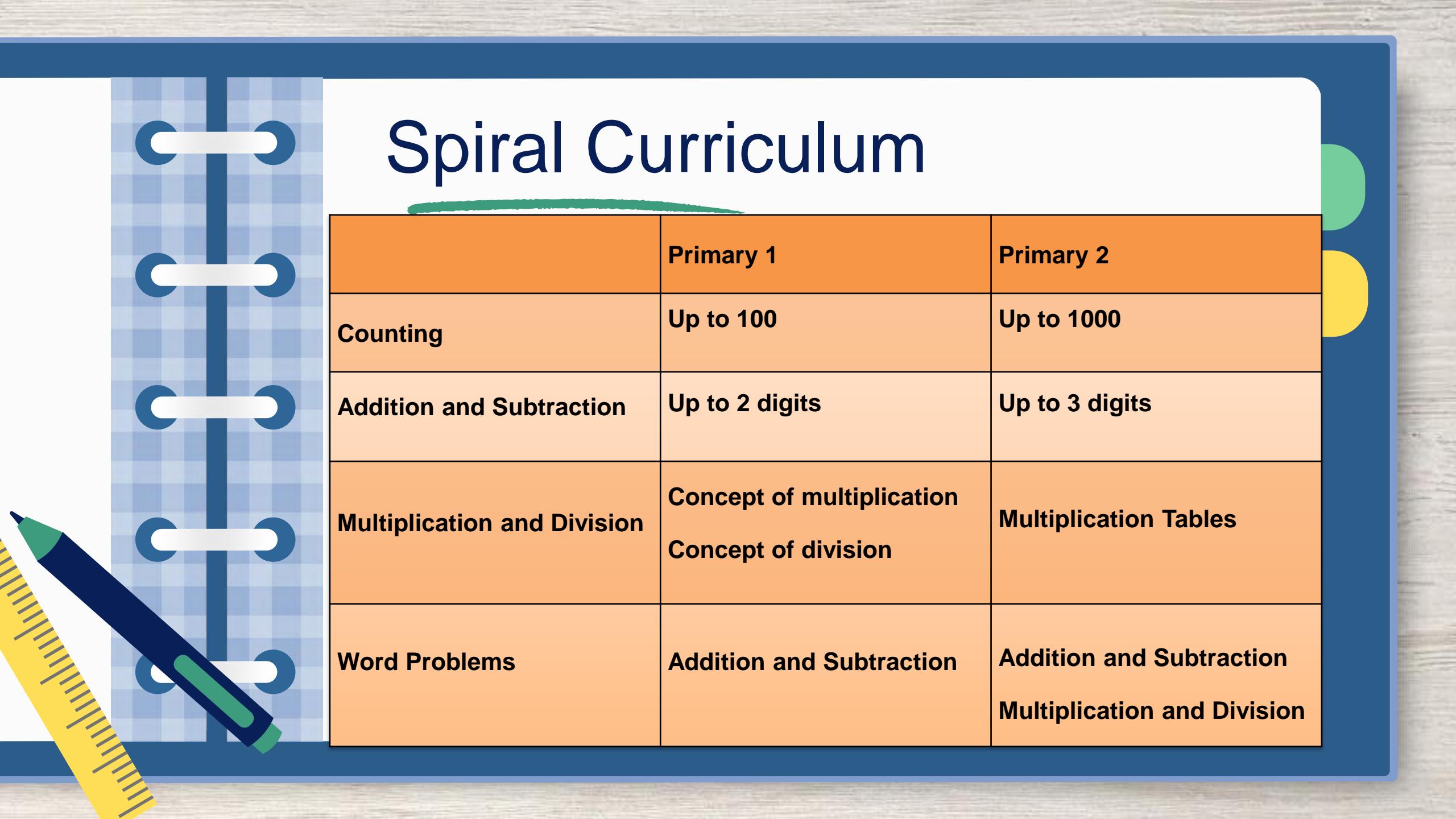
Picture Graphs

Time

Length
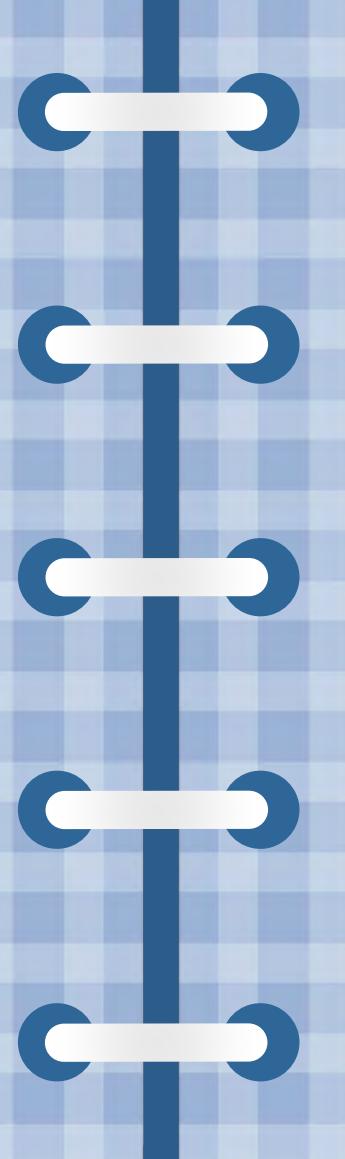
Money

Spiral Curriculum

	Primary 1	Primary 2
Counting	Up to 100	Up to 1000
Addition and Subtraction	Up to 2 digits	Up to 3 digits
Multiplication and Division	Concept of multiplication Concept of division	Multiplication Tables
Word Problems	Addition and Subtraction	Addition and Subtraction Multiplication and Division

Assessment

- Bite-sized formative checks
- Focus on learning progress and building confidence

How Math can be made fun to learn at home

1. **Play Math-Based Games**
   - Games:
     - ✓ Monopoly,
     - ✓ UNO ONO 99
     - ✓ Sudoku
     - ✓ Tangram
   - Apps/websites:
     - ✓ Koobits
     - ✓ mathplayground.com
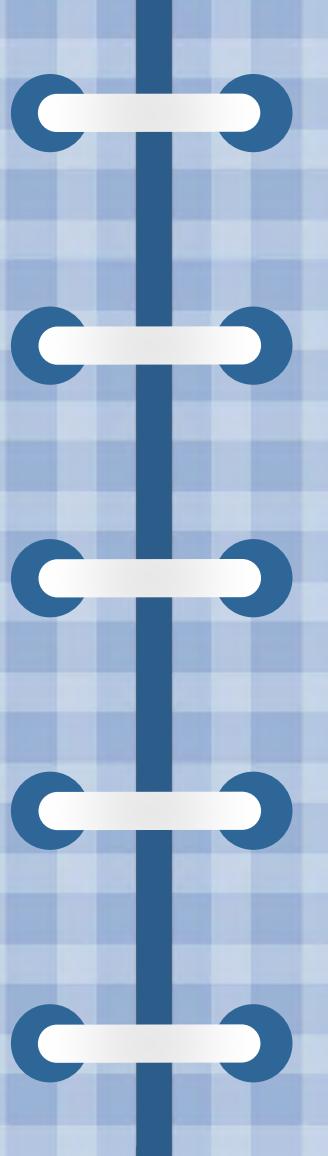
How Math can be made fun to learn at home

2. **Incorporate Math in Everyday Life**

- Shopping

- Cooking

Be a Supportive Guide

- **Encourage positive self-talk:**

  Instead of saying "I'm bad at math, "encourage phrases like "I can get better with practice."

- **Praise effort, not just results:**

  Focus on the process and hard work rather than just the correct answer.

- **Model perseverance:**

  Show your child that it's okay to make mistakes and that persistence leads to improvement.

- **Avoid giving answers**

  Guide with questions and allow your child to discover.

Primary One
Mother Tongue Curriculum

Opening Address by Minister for Education, Mr Chan Chun Sing, at the Mother Tongue Languages Symposium 2024

Last Updated: 14 Sep 2024 | News, Speeches

1. A very good morning to all of you. 大家早上好. Selamat pagi. Vanakkam. I am happy to welcome you to the 13th Mother Tongue Languages Symposium.

Bilingualism Is a Fundamental Pillar of Our National Identity
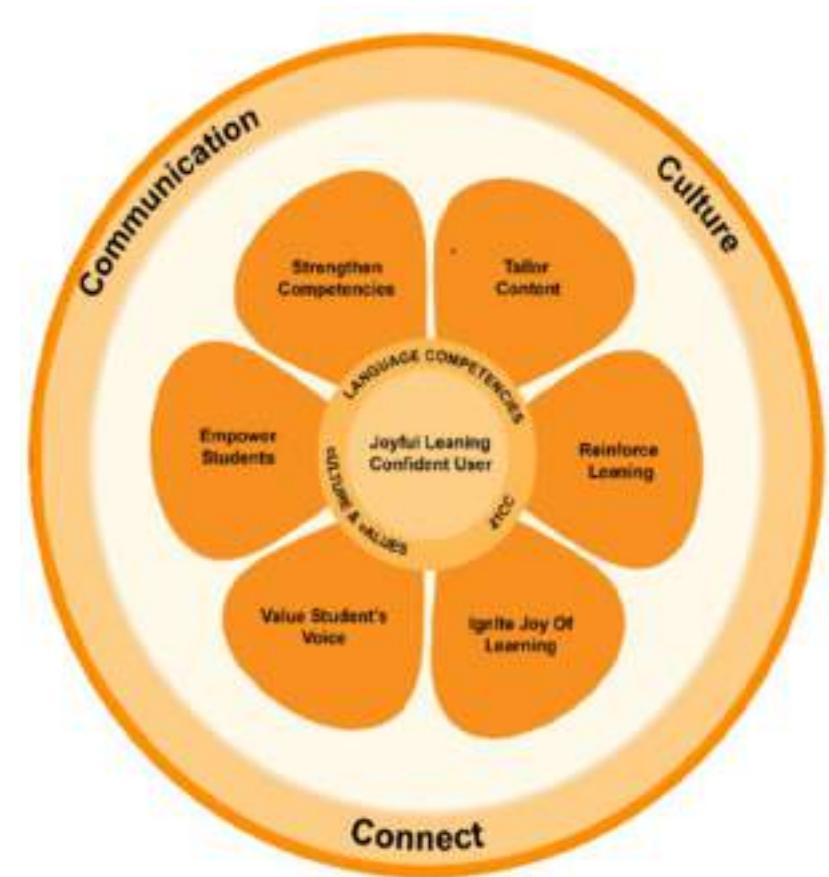
2. Recently, there has been much discussion on our country's state of bilingualism in the public domain.

a. Some Singaporeans are worried that we are becoming less bilingual. I think many of us in this room will share this concern.

b. Yet, others feel that English alone is sufficient for Singaporeans to get by.

1. However, our MTLs anchor us to our heritage. It also offers us an edge, a competitive advantage by allowing us to connect with people who speak the same language, as well as tapping into wider opportunities in the region. I will come back to this theme, over and over again today. It is not just about bilingualism, but also biculturalism. The ability to understand different languages opens windows for us to understand and appreciate different cultures.

2. Today, our proficiency in two languages allows us to communicate with people from both the east and the west, from within and beyond Singapore, and help us better connect to an increasingly fractious and fragmented world.

Objectives of MTL Curriculum

- To develop **Joyful Learners** and **Confident Users** of Mother Tongue Language (MTL)

- Every child can **appreciate Mother Tongue Culture and Values**

- **Connect** with wider communities across Asia and the world

Shuqun Primary
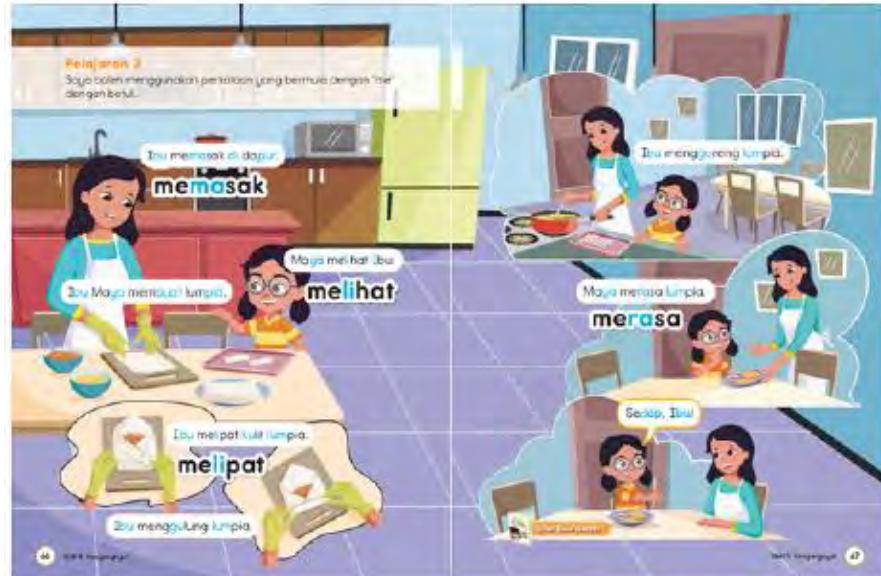
Primary One Curriculum

Mother Tongue Language (MTL)	Name of MTL Textbook
Chinese Language	欢乐伙伴 2.0 Huan Le Huo Ban 2.0
Malay Language	Cita
Tamil Language	இன்பத் தமிழ் Inbathamizh

Shuqun Primary

Key Feature #1

Greater emphasis on 21st century competencies

Textbook

Cross-Cultural Literacy
- Learning about the making of lumpia (Philippines' version of popiah)

Big Book

Civic and Cross-Cultural Literacy
- Comparing spinning tops in Singapore and other countries (Malaysia, China and India)

Key Feature #2
Support students through visual, auditory and kinesthetic learning methods

TL Digital Resource: Reading Pen

- Reinforce learning of TL letters
- Learn correct pronunciation of letters
- Promote self-directed learning
- Create more joyful learning

Printed Resource: Spot the Difference Game

- To learn by playing
- To improve word recognition by associating with pictures/visuals

Key Feature #3
Authentic contexts and materials

- Settings and contexts that students can relate to and to encourage them to use what they have learnt in their daily lives.

Textbook

- Students to describe and share their daily routines and good habits with their friends.

- Students to learn about canteen food and vocabulary they can use in conversations.

Key Feature #3
Support students through visual, auditory and kinesthetic learning methods

Available in SLS

Digital Resource: e-Big Books with interactive features to develop Oracy Skills, and to promote reading at home
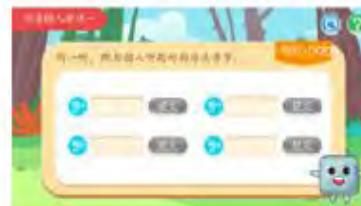
Key Feature #4
Use of technology to sustain interest and encourage self-directed learning

Student Learning Space

CL Digital Resource: Hanyu Pinyin Animation

TL Digital Resource: Tongue Placement Videos

CL Digital Resource: Hanyu Pinyin Games

TL Digital Resource: AR Experience

ML Digital Resource: Bridging Videos

Resources for Primary One

Printed Resources

Textbooks, Activity Books, Writing Exercise Books, Big Books, Small Readers

ICT Resources

Animations, Videos, Audios, Songs and Rhymes, Animated Reading Texts, Interactive Games, etc

Toolkit

Picture cards, Board Games, Letter/Word Cards, Character Cards, Grammar Cards, Letter Manipulatives, Reading Pen, etc

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Language skills

1. Listening

2. Reading

3. Speaking

4. Writing

5. Spoken interaction

6. Written interaction

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Reading culture @ Shuqun

To nurture student's interest for the language through **MTL Reading Programme**

- **SOAR Reading Programme & Booklet**
- Guided reading in class
- **Silent reading every Monday and Tuesday morning**
- Book promotion activities in class and in the library

Pri MTL SOAR

How can I support my child ?

- **Be a role model**

Use Mother Tongue language

Learn or read with your child

- **Be a motivator**

Help your child build a positive attitude

Provide the psychological support

How can I support my child ?

- **Be a facilitator**

Plan fixed timing for daily revision and spelling learning

Check your child workbooks, files to be informed of their performance

Shuqun Primary School
Parents Support Group (PSG)

Welcome to
Shuqun Primary School

Shuqun Primary School
Parents Support Group (PSG)

Before Sending them to School

- ◆ Allow ample time for your child to prepare for school
- ◆ Having breakfast before school
  - Especially if your child does not eat or is a slow eater during recess
- ◆ Check the timetable for attire
  - Wear PE attire for days with PE and Programme for Active Learning (PAL)
- ◆ Send them to school with encouragement, hugs and kisses

Shuqun Primary School
Parents Support Group (PSG)
After School

◆ Talk to your child about their day in school

- Ask them to share using **open-ended** questions e.g. What was one fun thing you did today? How did you feel about your day today?

◆ Build the habit to check their Student Diary daily for homework or SLS assignment and initial after checking

◆ Check their Homework File / Green Folder and ensure that they complete their homework to the best of their ability.

Shuqun Primary School
Parents Support Group (PSG)

After School

◆ Set up a routine with your child:

- Encourage your child to complete homework and daily revision before he/she can play

- Coach your child to plan a schedule for spelling (English and MTL) and learning

- Break down assigned work to smaller tasks and allocate appropriate durations for your child to complete tasks

Shuqun Primary School
Parents Support Group (PSG)

After School

◆ Pack school bag daily:

- Based on class timetable

- Green folder for worksheets

- Be mindful of the stationeries in the pencil case

- Manage your child's bag load

Shuqun Primary School
Parents Support Group (PSG)

<u>After School</u>

◆ Pocket Money -> coaching on how to spend money:

- Reviewing how and how much they spend daily

- Emergency money

- Visits to bookshop

Shuqun Primary School
Canteen Menu and Pricing

Scan Me

Shuqun Primary School
Parents Support Group (PSG)

General Child Management

◆ Set an early bedtime during school days:

- Sufficient sleep of 9 – 12 hours for primary schoolers
- Come to school on time
- No absence without valid reasons

Shuqun Primary School
Parents Support Group (PSG)

General Child Management

◆ Teach your child ownership and responsibilities:

- Take care of personal belongings

- Avoid sending items to school which your child may have forgotten

- Learn to seek help from the teacher only after he/she has tried to solve the issue

Shuqun Primary School
Parents Support Group (PSG)

General Child Management

◆ Set rules and guidelines for using computer - Student Learning Space (SLS), Ezhishi, Koobits

- Location of devices

- Time management

- Monitoring

◆ Guidance on navigating the different web resources

Shuqun Primary School
Parents Support Group (PSG)

Child Well-Being

◆ To celebrate the efforts of your child:

- Every child is different

- Not a competition with others (siblings included) but themselves

◆ Acknowledge any fear/anxiety:

- Do not brush off with generic comment

- Seek help if necessary

Shuqun Primary School
Parents Support Group (PSG)

JOIN US!
Please Scan QR Code and fill up the PSG Application Form.
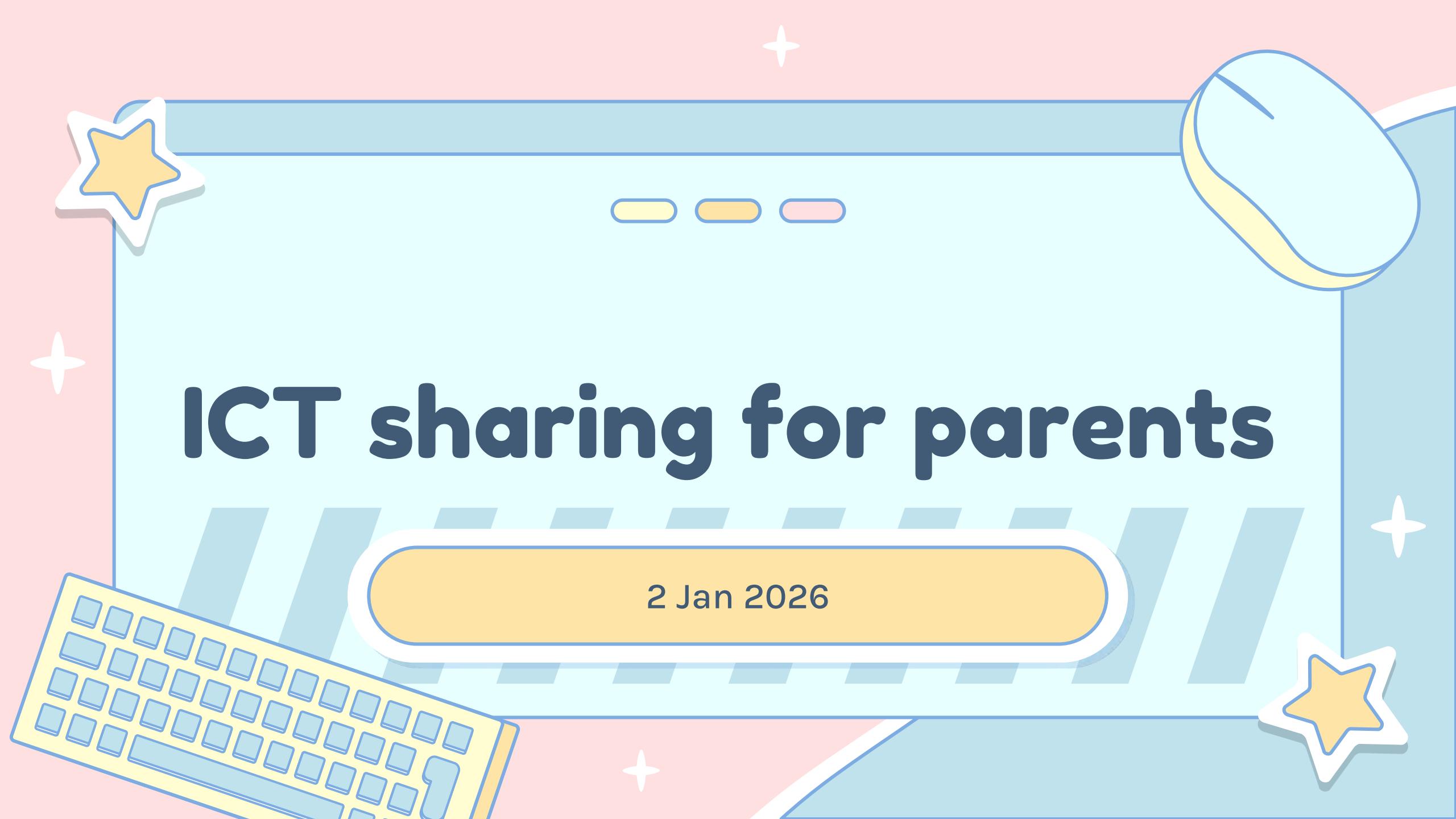
Sharing on ICT
by
Vice-Principal (Curriculum)

ICT sharing for parents

2 Jan 2026

ICT integration in Shuqun

❖ **Blended Learning (MOE approved Platforms)**
- ICT lessons integrated in various subjects
- Some work will be assigned via SLS
- P1-P2 – complete the online work within 30 min

ICT Baseline Skills

At **Primary 1**, students will learn to :

Perform basic operations of computing devices (e.g. turn on and off, input using keyboard, use a mouse/stylus)

Log in and set passwords (e.g. learn simple, age-appropriate ways to create and remember passwords)

Perform basic operations of applications (e.g. access webpage via internet browser using site address, i.e. SLS)

Navigate SLS (e.g. use basic features like accessing and submitting assignments)

ICT baseline skills – MIMS

MOE's Centrally Provisioned Digital Tools

These tools will be provisioned for each child:
1) **Student iCON**
2) **Microsoft Pro Plus (Office tools)**
3) **Microsoft Teams**

A letter will be sent via PG for your <u>agreement</u> to allow your child the use of such tools.

Please assist your child to log-in their MIMS account from home.

School Website

ICT baseline skills – SLS

SLS – Singapore Student Learning Space

1) Can log-in using MIMS username and password **or**
2) SLS username and password

Please assist your child to log-in their SLS account from home.

ICT baseline skills – SLS

ICT baseline skills – Primary One

Basic Computer Skills	Touch Typing
Mixture of face-to-face and SLS lessons.	2-year programme (10 SLS lessons per year)
Learn how to use basic computer skills	Mixture of face-to-face and SLS lessons.

ICT baseline skills – Primary One

- **SLS Navigation** - access lessons, complete assignments, submit homework, and engage with interactive learning materials across all subjects.

- **Information Research** - search websites effectively to find reliable information and explore topics they're studying in various subjects.

- **Creative Presentations** - Using Microsoft PowerPoint, students create presentations to share their learning, express ideas visually, and even create digital art pieces in Visual Art lessons, combining creativity with technology.

- **Written Communication** - Through Microsoft Word, children develop their writing skills digitally, compose essays, organise their thoughts clearly, and learn to communicate ideas.
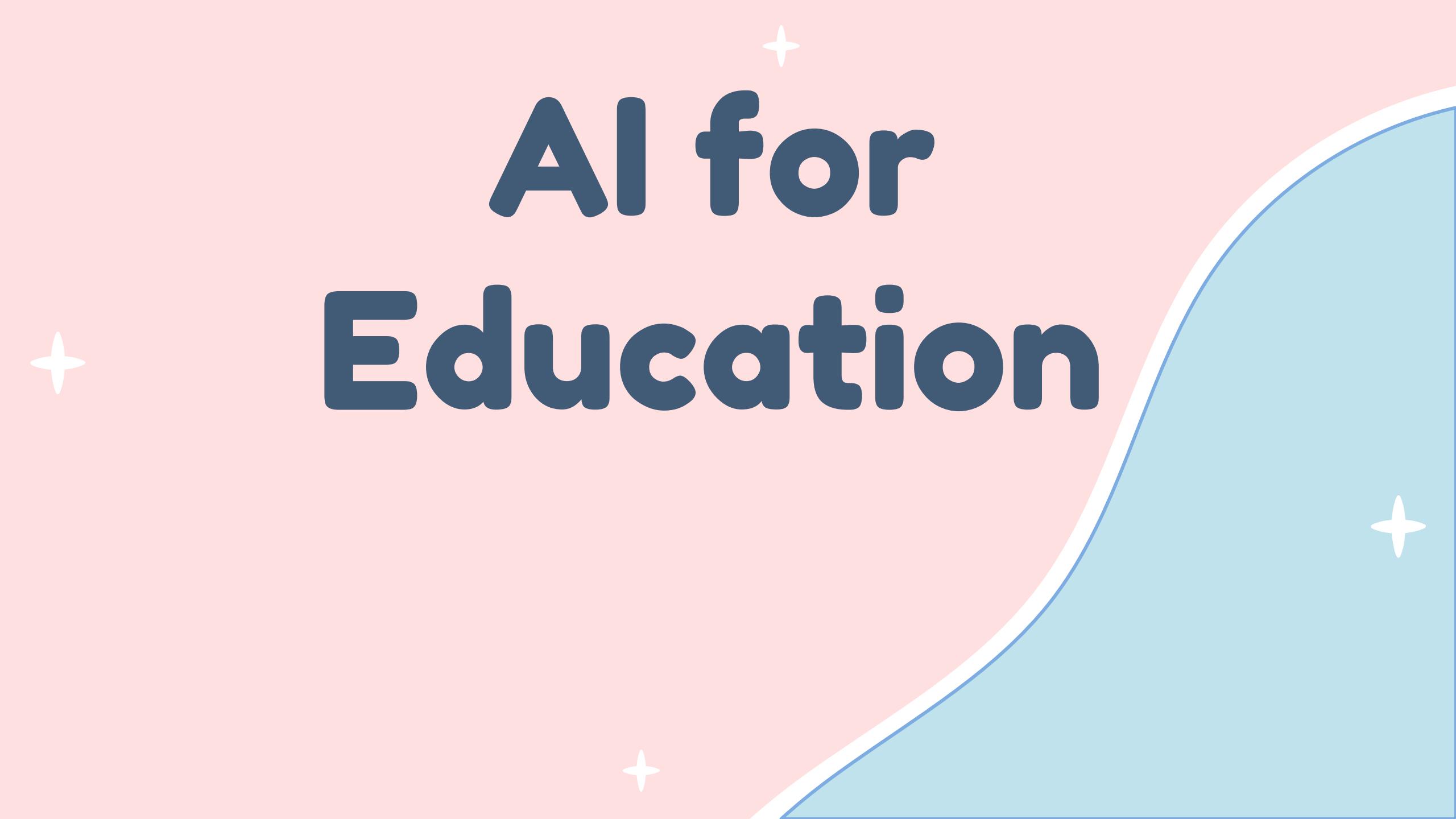
Recommended ICT setup at home

1. Laptop or ipad (with keyboard)
2. Microsoft Teams
3. Headset with microphone
4. M365 tools (powerpoint, word, excel)
5. Printer (optional)

AI for Education

What opportunities does AI present?

GenAI presents opportunities for learning:

- Supports learning through personalised and instant feedback

- Provides an avenue to improve digital literacy, critical thinking, and problem-solving skills

What are the potential risks of GenAI?

We recognise that GenAI might pose risks:

- May give inaccurate or biased answers
- May create tendency for over-reliance when overused
- May pose risks if personal information is shared

Parents should discourage your children from relying on AI Companions for social-emotional support, as this may pose challenges for their development:

- Children can become attached to AI Companions (e.g. chatbots) as trusted friends. It blurs the line between fantasy and reality and makes it harder to distinguish good advice from bad advice.

About **1 in 2** teens would trust AI-generated news story to the same extent or more than one written by a human.[2]

About **1 in 3** teens use AI companions for social interaction and find them as satisfying or more satisfying than those with real-life friends.[1]

Students will develop AI literacy throughout primary school

Upper primary students will learn about the risk of misinformation from AI output, that AI output may contain false information, and how some AI features (e.g. those in SLS) can support learning in a safe digital environment

Lower primary students will learn to recognise that AI is present in our daily lives
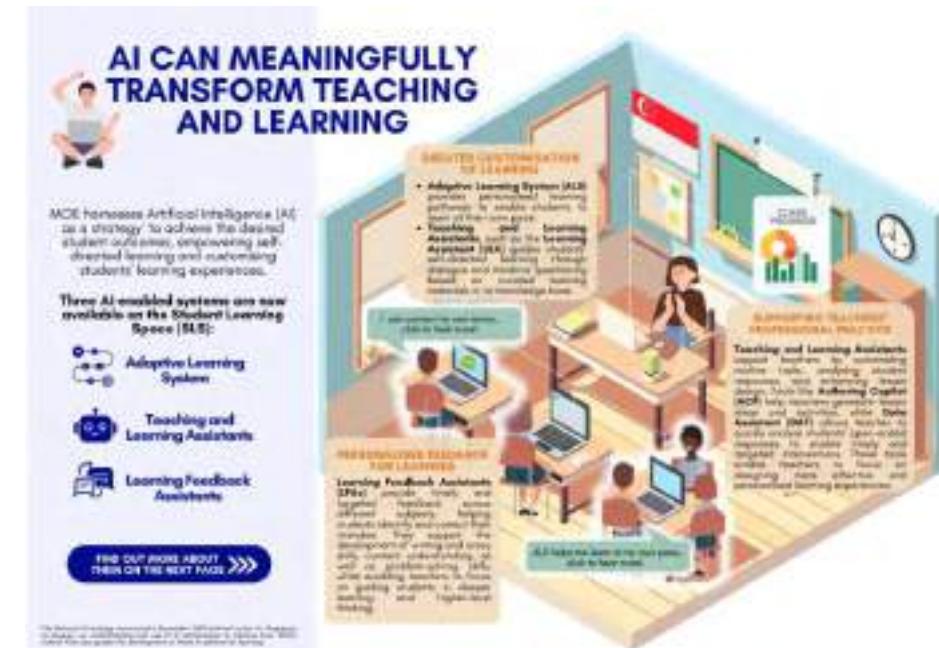
Students will use GenAI to learn in an age-appropriate manner

1. AI use for learning must be **age- and developmentally-appropriate.**

   - **Pri 1 to 3 students** will mainly engage in hands-on experiences, with **<u>little or no</u>** direct use of AI tools.

   - **Pri 4 to 6 students** will use AI tools occasionally with teacher supervision in class to support their learning.

2. There are safe and pedagogically sound AI tools available in the SLS.

Three AI-enabled systems in the Singapore Student Learning Space (SLS):

Cyberwellness

Parents can support your child in forming healthy digital habits

MOH's Screen Time Guidelines

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

Infographic: Clara Ho   *Source:* Ministry of Health, Jan 21, 2025

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

2 **Role Models**

1 **Respectful Communication**

3 **Real Connections**

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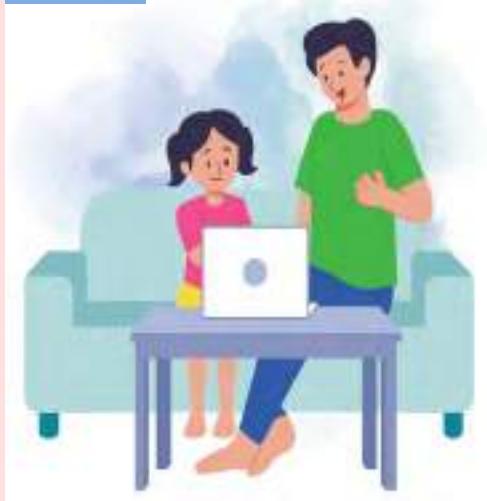
Respectful Communication

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.

Role Models

Help 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 –
- Parents role model these skills through daily interactions with your child.
- **Listen to understand**, instead of listening to give advice and offer solutions.

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 parents, as they may fear being judged or misunderstood.
- Let your child know that it is **normal to feel or think the way they do**, and that **they can 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.
- **Parental control settings** can be used to monitor and limit screen time as agreed with the child.
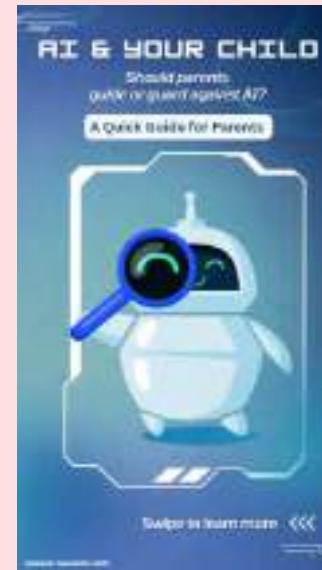
For age-appropriate AI –guidelines and tools, explore the following resources:
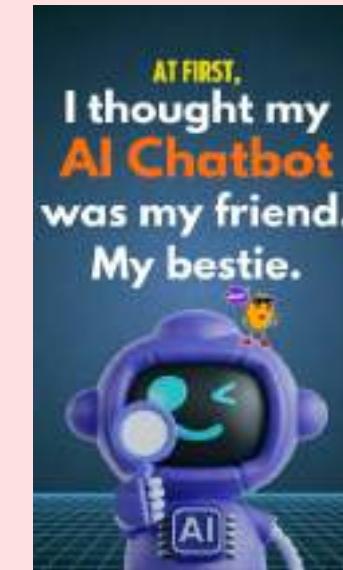
Using GenAI tools for Learning: A Parent's Guide

Parents who wish to learn more about generative AI and how they can support their child's responsible use of such tools can view this resource.

AI & Your Child Should parents guide or guard against AI?

Parents can view this resource to learn more about the guidelines for age-appropriate use of AI.

"Is AI Chatbot My Friend" Knowgets Video

Parents can view this video with their child to learn more about the dangers of being emotionally dependent on AI Chatbots.

SLS

Additional Resources

SLS Onboarding Module for P1 Students

SLS Onboarding Module for P1 Students

Parents can go through the SLS onboarding module with their child which supports their child in learning how to use SLS to support his/her learning.

SLS

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