

# Primary 6

# FPPS Connects

26 Mar 2026



# Primary 6 Briefing for Parents

## **PROGRAMME OUTLINE**

- ❖ **Key Programmes for the Level**
- ❖ **PSLE Matters, Direct School Admission (DSA) and Sec 1 Posting**
- ❖ **Tips for Parents & School-Home Partnership**
- ❖ **Full Subject-Based Banding in Sec Sch and Selection of Sec Sch**

# Key Programmes for the Level



# Key Programmes for the Levels

## Primary 6

- P1 – P6 Leadership Training (T1)
- Museum-Based Learning Journey (T1 & T2)
- Growing Years Series (T2 & T4)
- Post-Exam Activities (T4)
  - CCE VIA
  - Education & Career Guidance Talks
  - Applied Learning Programme
  - IP Post-Exam Activities
  - Sports & Aesthetics Activities
  - Transition to Secondary Schools
  - Talks by Secondary Schools
  - P6 Graduation Day

# PSLE Matters



# PSLE Timetable **(Updated as at 13 February 2026 from SEAB)**

Date	Paper
12 -13 Aug 2026 Wed-Thurs	Oral Examination
15 Sep 2026 Tues	Listening Comprehension
24 Sep 2026 Thurs	English & Foundation English
25 Sep 2026 Fri	Mathematics & Foundation Mathematics
28 Sep 2026 Mon	Mother Tongue & Foundation Mother Tongue
29 Sep 2026 Tues	Science & Foundation Science
30 Sep 2026 Wed	Higher Mother Tongue

# PSLE SCORING BANDS

- a) **Reduces fine differentiation** of students' examination results at a young age
- Students with similar scores in each subject are grouped into wider scoring bands measured in 8 ALs.
- b) **Reflects a student's individual level of achievement**
- Students' ALs for each subject reflect their level of achievement, rather than how they have performed relative to their peers.

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

# GRADING OF FOUNDATION SUBJECTS

- Foundation subject grades are graded in scoring bands from AL A to AL C.
- To derive a student's overall PSLE Score for S1 Posting, **AL A to AL C** for Foundation level subjects are mapped to **AL 6 to AL 8** of Standard level subjects respectively.

FOUNDATION LEVEL AL	FOUNDATION RAW MARK RANGE	EQUIVALENT STANDARD LEVEL AL
<b>A</b>	<b>75 – 100</b>	<b>6</b>
<b>B</b>	<b>30 – 74</b>	<b>7</b>
<b>C</b>	<b>&lt; 30</b>	<b>8</b>

# 4 SUBJECT ALs WILL BE ADDED TO FORM THE OVERALL PSLE SCORE

- The PSLE Score can range from 4 to 32, with 4 being the best

**ENGLISH LANGUAGE AL3**

**MOTHER TONGUE LANGUAGE AL2**

**MATHEMATICS AL1**

**SCIENCE AL2**

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**PSLE SCORE : AL8**

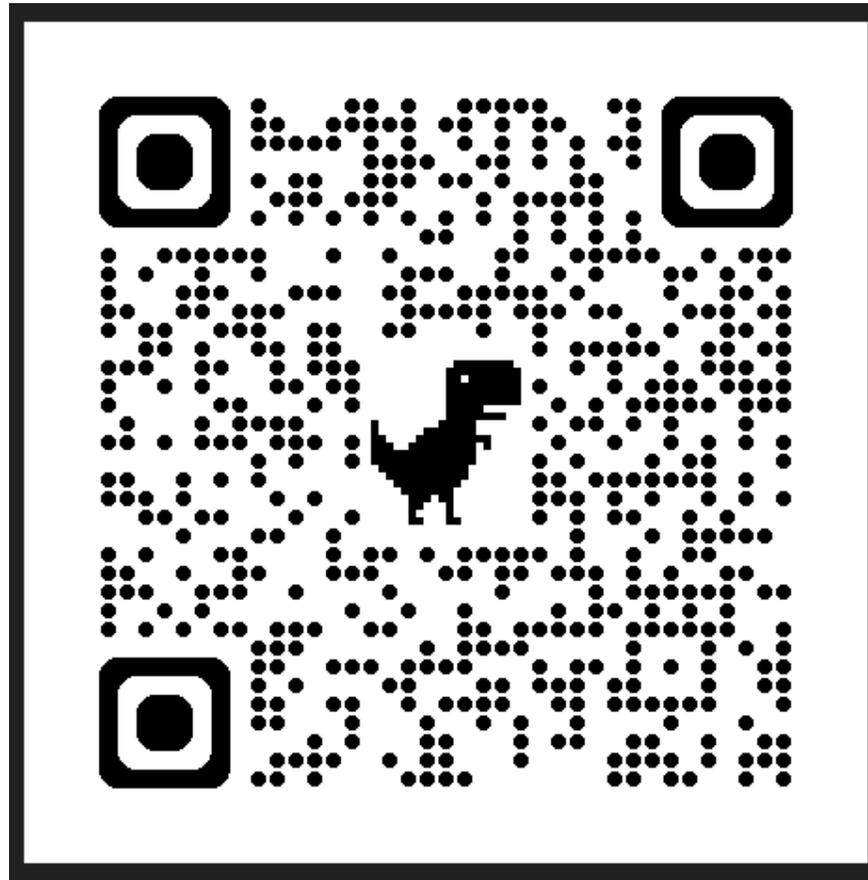
# MOE will post students to secondary school through three Posting Groups – Posting Groups 1, 2, and 3.

PSLE Score	Posting Group(s)	Indicative level for most subjects at start of Secondary 1
4 - 20	3	G3
21 - 22	2 or 3	G2 or G3
23 - 24	2	G2
25	1 or 2	G1 or G2
26 - 30 (with AL7 or better in EL and MA)	1	G1



# FIND OUT MORE ON THE PSLE-FSBB MICROSITE

<https://www.moe.gov.sg/psle-fsbb/index>



# Direct School Admission (DSA)



# What is DSA-Sec?

DSA-Sec seeks to broaden the recognition of talents and achievements beyond academic grades.

DSA-Sec allows P6 students to apply to certain secondary schools before taking PSLE.

Students apply to DSA-Sec based on their talent in sports, CCAs and specific academic areas.

# DIRECT SCHOOL ADMISSION (DSA)

## Some talent areas for DSA Application:

- Sports and games
- Visual, literary and performing arts
- Debate and public speaking
- Science, Mathematics and engineering
- Languages and Humanities
- Uniformed groups
- Leadership

Use **SchoolFinder** to explore the list of schools and programmes for Direct School Admission.



# Important to take note of the following on DSA-Sec:

- If your child is admitted to a secondary school through DSA-Sec, they are 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.

# SCHOOLS THAT ONLY PARTICIPATE IN DSA-SEC

The following specialised independent schools accept students **only through the DSA-Sec process**:

1. **NUS High School of Mathematics and Science**
2. **School of Science and Technology (SST)**
3. **School of the Arts (SOTA)**



# SCHOOL THAT ONLY CONDUCTS SCHOOL-BASED ADMISSION

The following specialised independent school only accepts students through its **own admission process**:

- **Singapore Sports School**

Refer to the school's website for information on its application process and timeline.



# Should my child go for DSA-Sec?

- **Consider carefully your child's strengths and interests, and the secondary school's programmes and their ability to develop specific talent.**

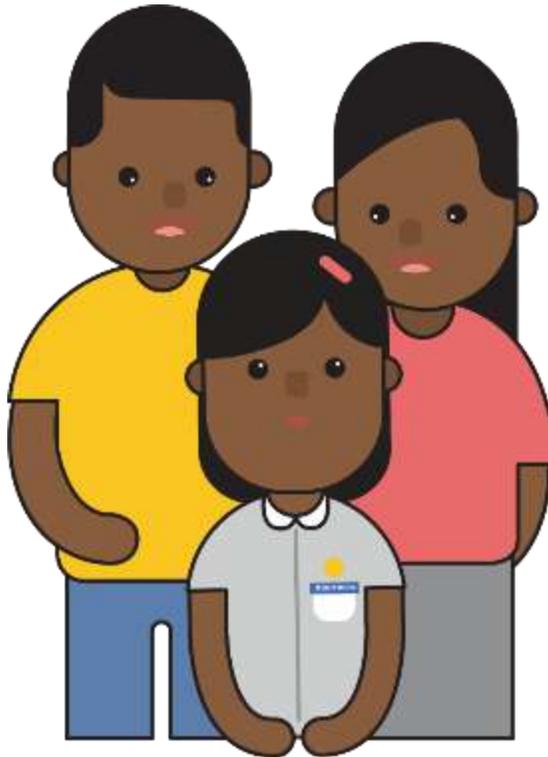


# TIPS FOR PARENTS FOR DSA

Have regular conversations with your child to understand more about his/her interests and aspirations.

Manage your own expectations and do not project these expectations onto your child.

Be open and flexible when discussing your child's preferences, needs and choices.



Affirm your child and offer support when he/she shares his/her plans with you.

# FIND OUT MORE ON THE DSA-SEC MICROSITE!

<https://www.moe.gov.sg/secondary/dsa>



# Secondary 1 Posting



# PSLE SCORE RANGES FOR ALL SECONDARY SCHOOLS

- Use the PSLE Score ranges as a reference alongside other important factors, such as the school's distinctive programmes, Co-Curricular Activities (CCA), culture, ethos, and proximity to home when shortlisting school choices that would best fit a student's educational needs.

# PSLE SCORE RANGES FOR ALL SECONDARY SCHOOLS

- The 2025 PSLE Score ranges for individual secondary schools will be available for your reference on <https://moe.gov.sg/schoolfinder> and <https://go.gov.sg/exploreschools>.
- They reflect the PSLE scores of the student posted into these schools at the 2025 S1 Posting Exercise.

# PSLE SCORE RANGES FOR ALL SECONDARY SCHOOLS

- A school's PSLE Score range (including Cut-Off-Point) for a particular year is not pre-determined before the posting, and may vary from year to year, depending on the cohort's PSLE results and their school choices in that year's S1 Posting Exercise.

# PSLE SCORE RANGES FOR ALL SECONDARY SCHOOLS

## SchoolFinder Tool



<https://www.moe.gov.sg/schoolfinder>



A screenshot of the Ministry of Education (MOE) SchoolFinder website. The page features a navigation bar with links for 'Education levels', 'Financial matters', 'Education in SG', 'Newsroom', 'Careers', and 'About MOE'. A search bar is located in the top right corner. The main heading 'SchoolFinder' is highlighted with a red box. Below it, a sub-heading reads 'Explore schools based on their distance from your home, locations, CCAs, subjects and programmes offered.' A search input field is highlighted with a red box, containing a dropdown menu set to 'Secondary' and a search button labeled 'SEARCH'. Below the search field, there are filter options under 'Criteria', including 'Location' with a 'Clear all' button. The results section shows 'Secondary schools' and 'Showing 147 Secondary schools'.



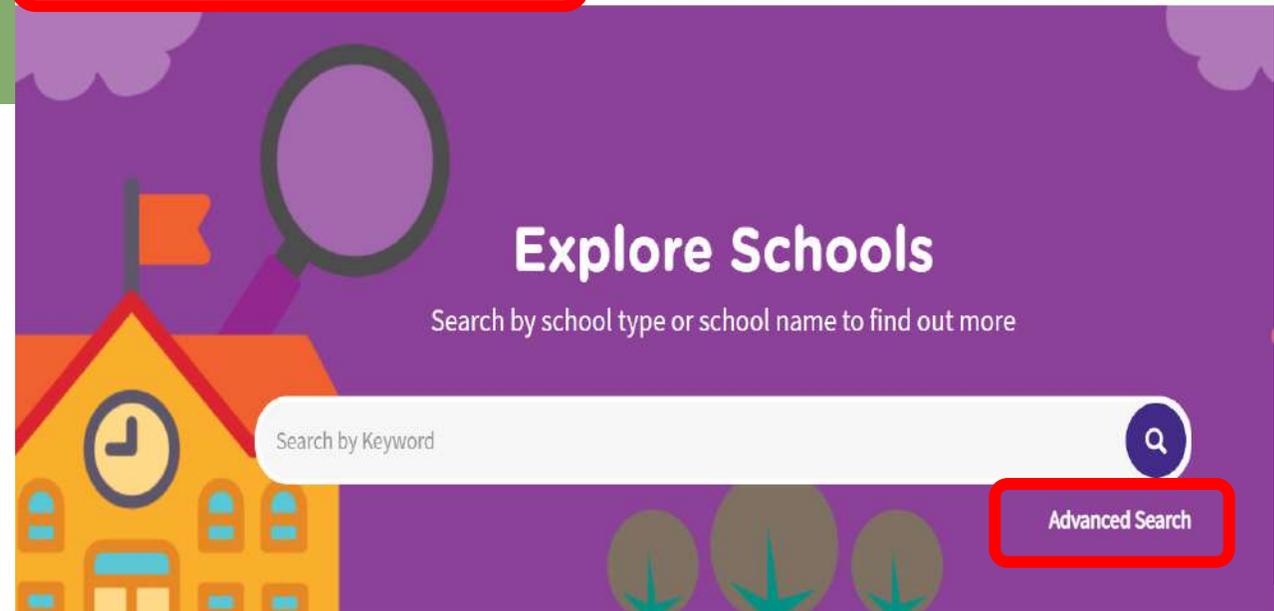
# PSLE SCORE RANGES FOR ALL SECONDARY SCHOOLS

MySkillsFuture  
Student Portal (Primary)



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

Explore Schools



FARRER PARK  
PRIMARY SCHOOL

# Tips for Parents to Support your child





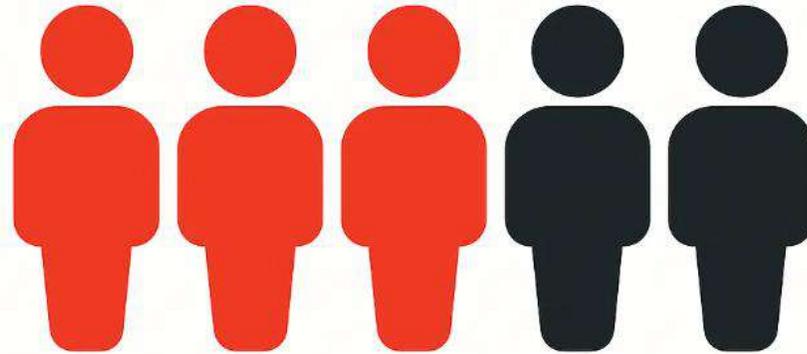
# Transition into Upper Primary

Helping your child thrive through academic transitions.

Did you  
know?

About **3 in 5** of our Primary 5 & 6 students indicated the following in the Termly Check-in Survey:

***“I feel stressed about my studies because my parents will be disappointed if I don’t do well.”***

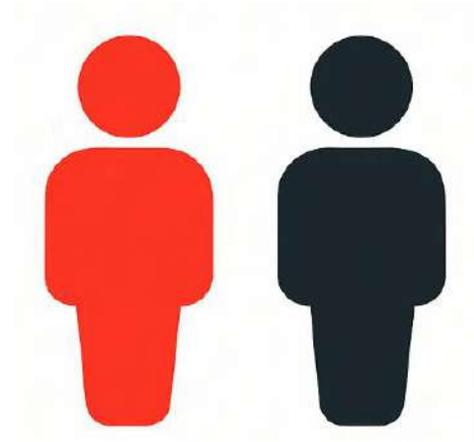


**3 in 5** worry about disappointing their parents

Did you  
know?

**1 in 2** of our Primary 5 & 6 students indicated the following in the Termly Check-in Survey:

***“I feel stressed about my studies because I expect myself to do very well.”***



**1 in 2** have high self-expectations for their academic results



## What your child may be experiencing

### Your child may be experiencing

- **Fatigue** from balancing a more demanding upper primary curriculum with heavier CCA and other commitments
- **Stress and anxiety** from the preparation needed for Weighted Assessments (WA), the End-of-Year Examination (EYE), and the upcoming PSLE
- **Worry** about failing or not meeting expectations set by themselves or by others (e.g. peers, parents, teachers)
- **Disappointment** when results fall short of hopes as well as the time and effort invested

# Supporting your child

## Tips on how you can support your child

- Remind your child that **assessments are important ways to understand gaps in learning** and to use feedback from these assessments to improve.
- Emphasise that these **assessments do not define a child's worth** or future.
- **Recognise and affirm** your child's effort rather than just the outcomes. Celebrate small improvements.
- Support your child in **viewing setbacks as learning opportunities**, while **acknowledging feelings of frustration or sadness** as part of the process. This will help promote a **growth mindset** – the belief that their abilities can be developed through dedication, effort, and learning from challenges.

# Supporting your child

## Tips on how you can support your child

- **Manage your own expectations and stress**, including in relation to PSLE performance and secondary school choices, as these can place additional pressure on your child. Reassure your child that they are loved regardless of academic performance.
- Guide your child in drawing up a **balanced schedule** with time for revision, homework, play, exercise, and rest.
- Together with the child, **agree on realistic and specific goals** so that revision is manageable and is something a child feels he has control over.
- Find out exactly what your child is struggling with so you can **get the right help**. This also teaches them that asking for support is normal.



# From Child to Tween

Supporting your child through physical and emotional changes.

# Understanding your child's changes



## Physical changes impact emotions

- Children may experience **anxiety or confusion** about their physical changes
- Hormonal shifts often lead to **mood fluctuations and increased sensitivity**
- Increased **self-esteem challenges** arising from concerns about physical appearance and social acceptance

## Be a safe harbour during these stormy years

- Create **safe spaces** for conversations
- **Keep communication channels** open at all times
- **Validate** their feelings without dismissing them
- Be **patient and understanding** with their mood fluctuations and heightened sensitivity

# Understanding Mental Health and Well-Being

Mental health: Beyond what you might expect

School: Farrer Park Primary School



# What is Mental Health?

**Good mental health is more than just the absence of mental illness.**

It refers to a state of well-being where we **realise our potential** and can **cope with the varying emotions and normal stresses** that we all experience in our daily lives.

# Why Should We Be Concerned About Our Children's Mental Health?

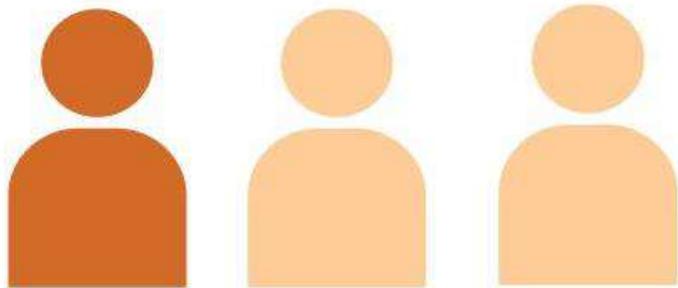
What does the data tell us?

# Did you know?

## Singapore Youth Epidemiology and Resilience Study (2023)\*

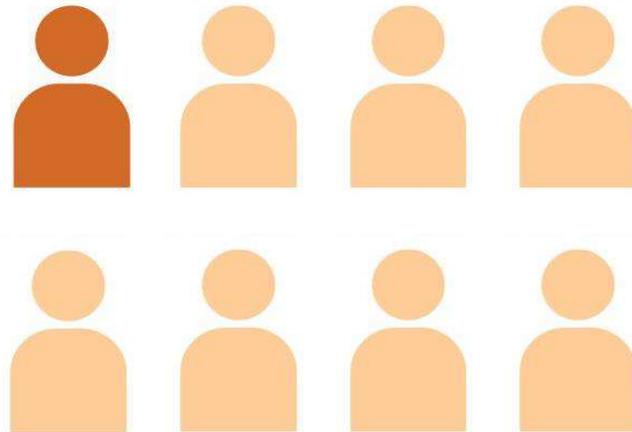


1 in 3 youths (37.2%) in Singapore, aged 10-18, experienced symptoms such as sadness, anxiety and loneliness<sup>+</sup>



<sup>+</sup> based on self-reporting scores

1 in 8 youths (12%) had a current mental health condition



Common mental health conditions experienced by children and youth include:



**Generalised Anxiety Disorder**  
(2.75% of those diagnosed)



**Major Depressive Disorder**  
(2.37% of those diagnosed)

Graphics Source: Parenting for Wellness Toolbox

\* Conducted by Yeo Boon Khim Mind Science Centre (NUS, NUHS). Most of the data was collected from 2020-2022 and results were published in 2023.

## Did you know?



**Tinkle  
Friend**

Source: The Straits Times, 2024

## **Mental health one of the top reasons primary school kids called helpline in 2023**

Mental health became **one of the top five most common topics** that Singapore's young children anonymously asked the Tinkle Friend service in 2023, alongside issues related to school, peers and family.

Mental health-related concerns among these children – mainly **aged 13 and below** – include **self-image struggles and emotional distress** that presents as fear, anger, anxiety and low moods.

Among the children who called or chatted with Tinkle Friend in 2020, almost half were upper primary school pupils aged 10 to 12.

# What Will Your Child Learn in School?

Find out what your child will learn about **Mental Health and Well-being** during **CCE (FTGP)\*** lessons and other programmes.

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

# Primary 5 and 6

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

## Managing Thoughts, Feelings & Behaviour

- Understanding mental health as part of overall health
- Developing healthy coping strategies for stress
- Embracing new learning opportunities
- Managing expectations

## Strengthening Sense of Self & Purpose

- Building strong sense of identity during developmental changes

## Building Healthy Habits to Maintain Well-being and Safety

- Learning how good habits contribute to personal growth and well-being

Look at the 'I Am, I Can, I Have' statements below and put a tick for those statements that apply to you.

It is okay if you don't have many ticks. With time, you can work on them and build your resilience muscle!

I Am	I Can	I Have
<input type="checkbox"/> I am willing to learn from my mistakes.	<input type="checkbox"/> I can choose to think of challenges as new learning opportunities.	<input type="checkbox"/> I have people who encourage me.
<input type="checkbox"/> I am confident of my strengths and skills.	<input type="checkbox"/> I can find different ways to solve my problems.	<input type="checkbox"/> I have people I trust.
<input type="checkbox"/> I am respectful of others.	<input type="checkbox"/> I can find helpful ways to cope with my emotions.	<input type="checkbox"/> I have people who accept me for who I am.
<input type="checkbox"/> I am grateful for the people in my life.	<input type="checkbox"/> I can control my actions.	<input type="checkbox"/> I have people who care and help me when I need it.
<input type="checkbox"/> I am open-minded to different options and outcomes.	<input type="checkbox"/> I can use 'Stop-Think-Do'.	<input type="checkbox"/> I have someone whom I can talk to about my worries.
<input type="checkbox"/> I am curious about things around me.	<input type="checkbox"/> I can use calming down strategies when I need to.	<input type="checkbox"/> I have someone to show and guide me to do things.
<input type="checkbox"/> I am responsible for my actions.	<input type="checkbox"/> I can ask for help when I need it.	
<input type="checkbox"/> I am _____ _____	<input type="checkbox"/> I can call/message Tinkle Friend if I need someone to talk to.	
	<input type="checkbox"/> I can _____ _____	

Understand and Care for Myself 3

Taken from P5 CCE Journal P.3



Parents can build their child's resilience by regularly reminding the child of his or her identity, strengths, and support network.

# Extending CCE beyond school

## Explore the Mental Well-being messages with your child

Every child will have a **CCE (FTGP) Journal**.

We encourage parents to participate in the “**Family Time**” activities inside the journal with your child to reinforce their learning.

### An example of a Family Time Activity taken from the P2 CCE Journal (P.12)



Family Activities  
Do we match?

- 1 Share with your parent/guardian about times when you felt anxious. Invite him/her to share his/her experiences too.

Have you and your parent/guardian experienced anxiety in any of the following situations?	Put a tick (✓) in the relevant boxes.	
	You	Your Parent / Guardian
We did something for the first time e.g. performed on stage.		
We took a test or examination.		
We went for an injection.		
Any other situation: _____ _____		

- 2 Choose one situation when both of you experienced anxiety. Find out if both of you felt and reacted in the same way. Tick (✓) the relevant boxes.

We felt the same way in our bodies e.g. our hearts beat faster.	
We reacted in the same way e.g. we kept away from others.	

We did this together!

Parent's / Guardian's signature

# School Programmes and Initiatives to support students' mental health

- Mental Health Talk for all Students
- Stress Management Talk for Upper Primary Students
- Mindful Practice
- FTGP Lessons

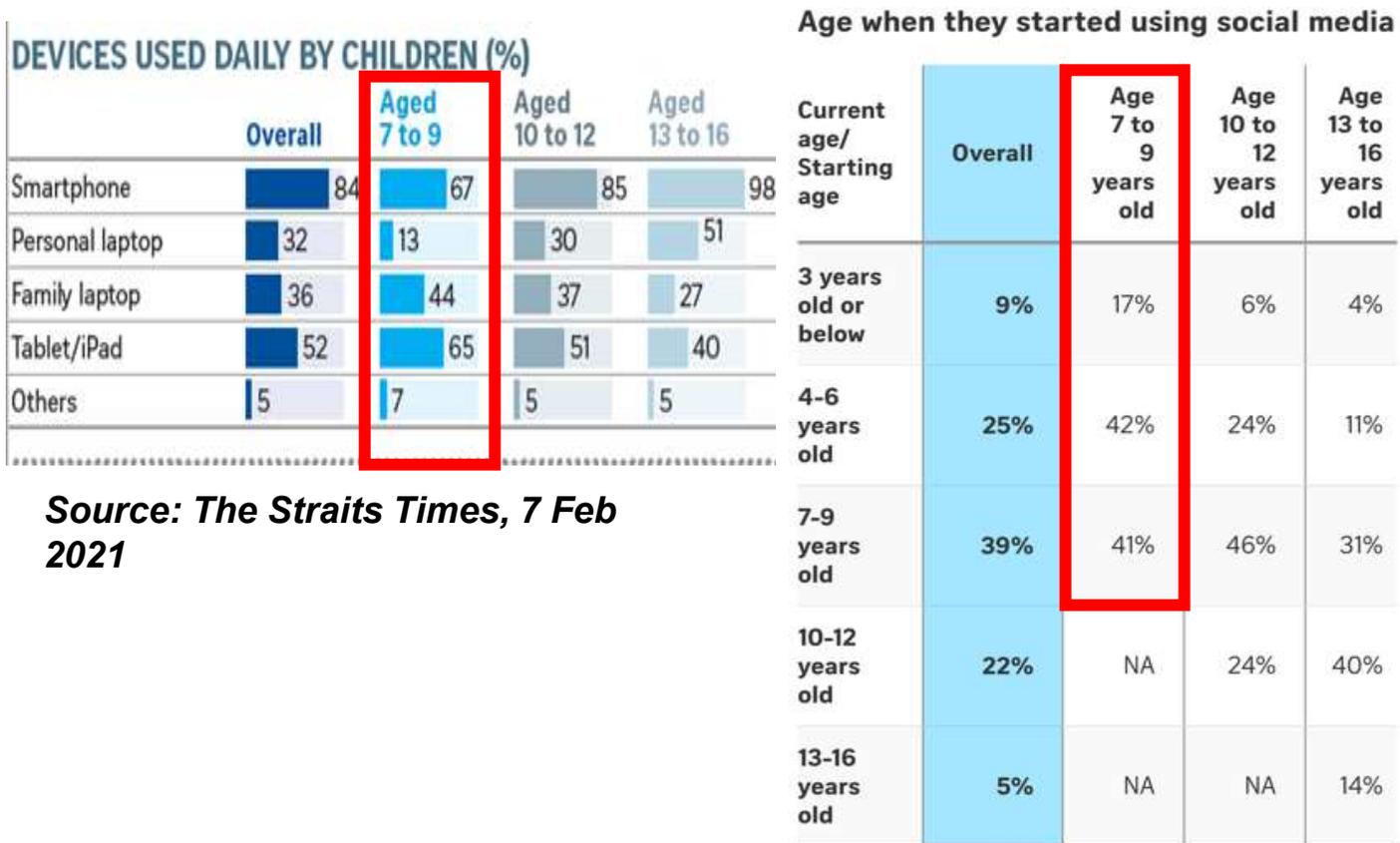
Primary 6 FTGP Lessons
<ul style="list-style-type: none"><li>• Entering Adolescence</li><li>• When I am Feeling down</li><li>• What if I Fail</li><li>• My Habits</li></ul>



# Parenting with confidence: Cyber Wellness

# What is Cyber Wellness?

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



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.**

# What will students learn about Cyber Wellness during CCE (FTGP) lessons?

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

## Be a positive peer influence online and manage digital footprints

- Speak up and stand for what is right regardless of peer pressure
- Seeking help from trusted adults/sources when needed
- Awareness of permanence of online data and review privacy settings

## Importance of cybersecurity

- Protect oneself from phishing, spam, scams and hacking

## How to verify online falsehoods

- Use S.U.R.E.\* to verify information online

## Staying Safe from Pornography

- Understand the impact of pornography on themselves and others
- Reject pornographic content using the 'Stop-Think-Do' strategy.
- Know that keeping, selling, sharing or forwarding pornographic materials is an offence

*S.U.R.E. stands for **S**ource, **U**nderstand, **R**esearch, **E**valuate.  
It is part of National Library Board's Information Literacy Programme.*



Encourage our children to share their experiences as they navigate friendships.

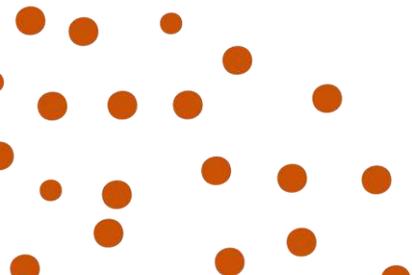
# What other Cyber Wellness programmes do we have for our students?

- P3 to P6 Cyber Wellness Ambassadors Training Programme
- Cyber Wellness Awareness Day
- Safer Internet Day in collaboration with Total Defence Day
- Assembly Talks on Cyber-related issues conducted by external vendors (e.g. TOUCH Cyber Wellness, The Cyber Security Agency of Singapore (CSA), Singapore Neighbourhood Police)
- Post-exam cyber wellness poster design competition



# What are the school rules on digital device use?

- **Use of mobile devices**
  - Responsibility for safekeeping of devices
  - Consequences for unauthorised or unpermitted use of a mobile device



# How can parents help their child develop good digital habits?

- **Role model** good digital habits
- Have **regular conversations** with your child
- Discuss and **develop a timetable** with your child
- Achieve a **balanced screen time**
- **Use parental controls**

Page 1 of 2

Navigating the Digital Age

Helping Your Child **Manage Device Use & Stay Safe Online**



### 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?"



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Part of these resources were adapted from the Parenting Strategies Program (<https://www.parentingstrategies.gov.sg/>) and the Partners in Parenting (PIP) Program in Australia in collaboration with the Program Lead, Professor Marie Yap, from Monash University. Use of the material from the PIP Program is governed by the terms of the Creative Commons Attribution-ShareAlike 4.0 International license, found at <https://creativecommons.org/licenses/by-sa/4.0/>. Your attention is drawn to Section 5(a) of the said license.

you've got this

# School-Home Partnership



# The Crucial Role of Parents

Your partnership with the school: Supporting your child together.

# Supporting Your Child's Mental Well-Being Through School-Home Partnership (SHP)

3 areas where we can work together to foster SHP

**1 Respectful Communication**



**2 Role Models**

**3 Real Connections**

We value your partnership to raise a  
*'Happy, Kind, and Confident Generation Together'.*

# Respectful Communication

*Open, respectful conversations between educators and parents deepen our understanding of each child, enable a coordinated & holistic support for the child and model healthy communication for our students.*



Share observations about your child's emotional state, stress levels, and social interactions



Listen to and understand each other's perspectives and concerns regarding your child



Communicate kindly and respectfully with one another



# Role Models

*Model the skills and values our children need for their mental well-being*



Demonstrate healthy ways to manage stress, setbacks and difficult emotions



Show children it is okay to ask for help when struggling



Model self-care



Check out this video on MOE YouTube for tips on how parents can support the social-emotional learning of their children.

# Real Connections

*Building strong bonds and genuine connections helps nurture a sense of belonging and emotional safety, supporting mental well-being of your child*

Teach children to recognise  
and communicate their  
emotions effectively

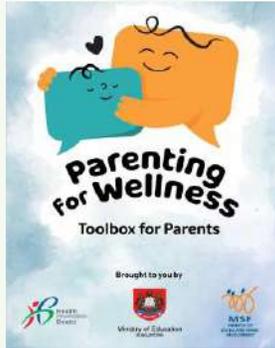
Build strong  
bonds through  
shared  
experiences and  
meaningful  
conversations

Establish routines  
that support  
mental wellness  
(outdoor time,  
sufficient sleep,  
family time, limit  
screen time, etc)



# Providing a safe space for conversations

## Tips taken from Parenting For Wellness Toolkit (p.11)



<https://go.gov.sg/pfwp11>

*This QR code takes you directly to page 11 of the toolbox. The full toolbox is available at the end of the presentation.*

### ✓ Things You Can Do



Listen attentively. Maintain eye contact and put away your devices to show that you are paying attention.



Ensure that the environment is conducive and comfortable for your child. E.g. recreate an environment where your child had previously opened up to you, and have the conversation in a place where your child feels they have privacy.



Listen to understand, instead of listening in order to give advice and offer solutions.



Take a step back to calm down if things get heated, and return to the conversation after calming down.



Check that your child is comfortable with you sharing what they have told you with other people. If you have to do so out of concern for their safety, explain to your child why it is necessary.

### ○ Things You Can Say

- Use open ended questions to find out more about your child's perspectives and feelings.

How did that make you feel?

- Acknowledge that your child's opinions and feelings are valid, even if you disagree with them or do not fully understand them.

I hear that you are feeling frustrated.

- Let your child know that it is natural to experience these feelings, and that you experience them too.

I can see why you are upset. I would be too.

- If you are not sure what else to do, you can let your child know you are concerned for them, and offer support or a listening ear.

How can I help? What support do you need from me?

# Parenting Resource: *Parenting for Wellness*

*Keen to find out more about building strong parent-child relationships, supporting our children's mental well-being, and parenting in the digital age?*

For more bite-sized resources (practical tips and strategies), scan the QR code on the right to download a copy of the **Parenting for Wellness Toolbox for Parents**.

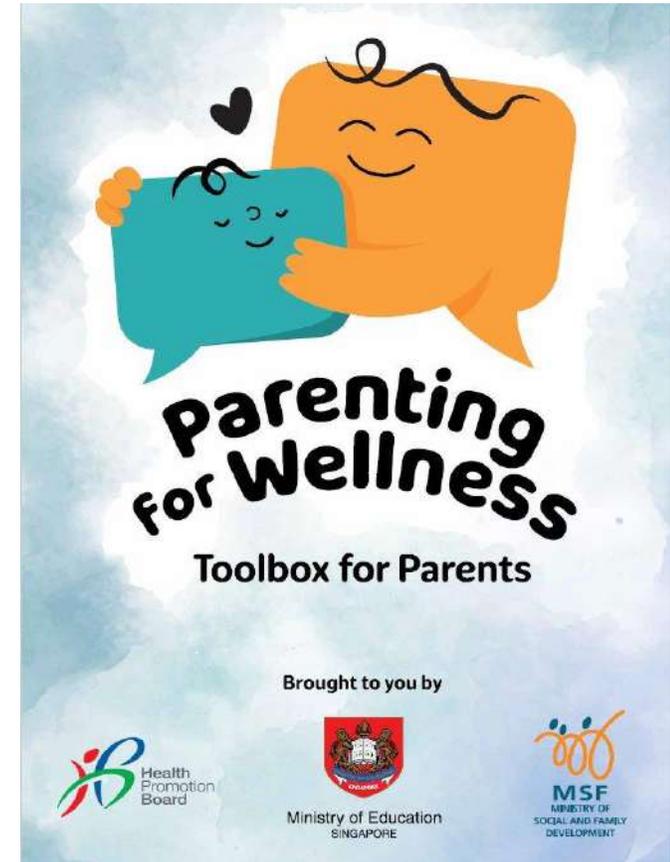


<https://go.gov.sg/pfw-toolbox-for-parents>



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

For personalised access to the full suite of parenting resources, check out the **Parenting for Wellness website** on Parent Hub (hosted by HPB)! Scan the QR code on the left to access the website.





# Thank You

