



P5 Curriculum Briefing

30 Jan 2026

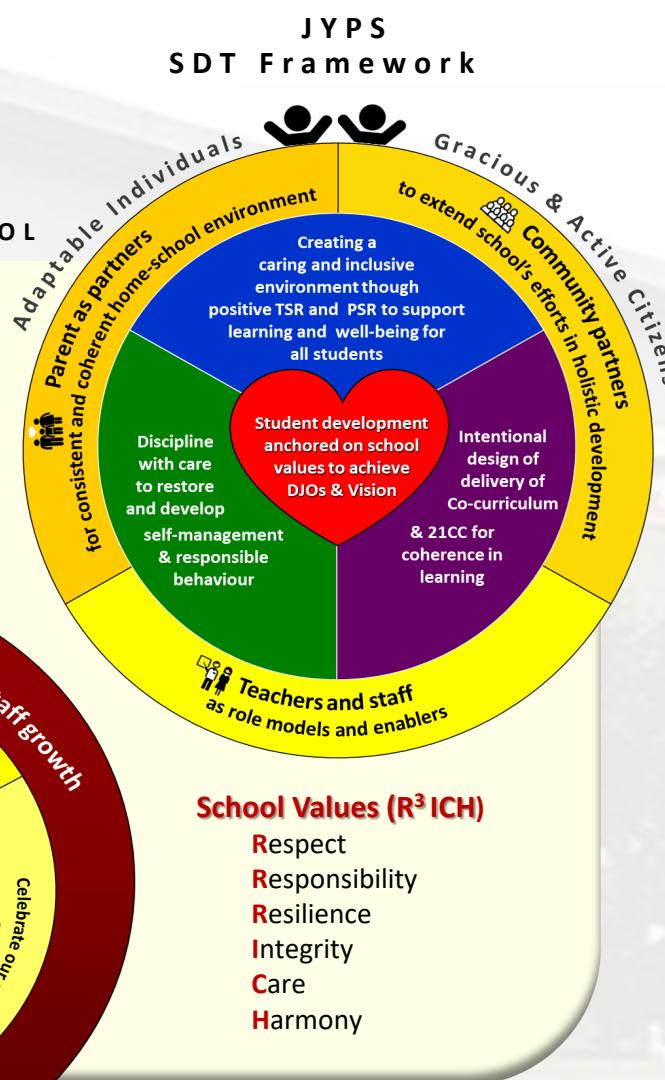
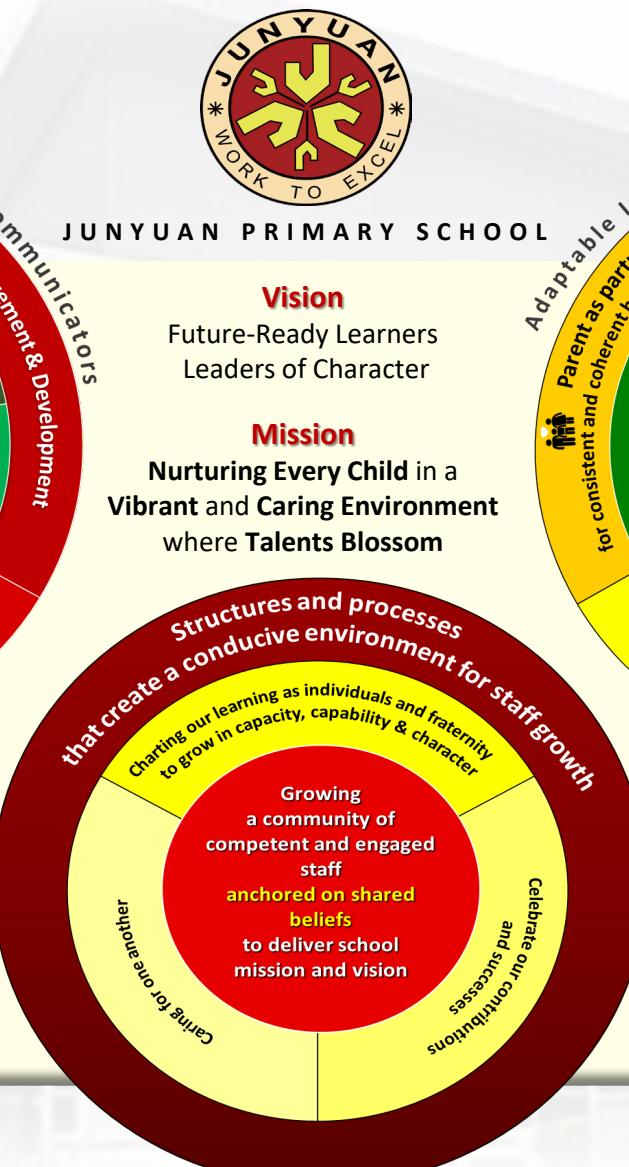
Friday



Vision
Future-Ready Learners,
Leaders of Character

Mission
Nurturing Every Child in a
Vibrant and Caring
Environment where
Talents Blossom







Subject-Based Banding (SBB)

@ 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 Primary School Leaving Examination (PSLE) at the end of Primary 6.



WHAT IS THE INTENT OF THE PSLE?



A useful checkpoint at the end of primary school



A fair way to determine secondary school posting

Over the years, we have been changing the education system to help our students discover and develop their strengths, interests, abilities and talents while moving away from an over-emphasis on academic results. Our PSLE Scoring system reduces the over-emphasis on academic results by:

- 1 Reducing fine differentiation of students' examination results at a young age.
- 2 Recognising a student's level of achievement, regardless of how his/her peers have done.
- 3 Encouraging families to choose secondary schools holistically based on students' strengths, interests and learning needs.

The revised PSLE scoring system will not change the considerations for deciding on a student's subject combination at P4/ P5.



PSLE Scoring

Reflects a student's individual level of achievement

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

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

Foundation Level AL Reflected on Result Slip	Foundation Raw Mark Range
A (AL6)	75 – 100
B (AL7)	30 – 74
C (AL8)	< 30



Calculating the PSLE Score

- The PSLE Score replaces the T-score aggregate.
- It is obtained by adding the ALs of four subjects.
- The PSLE Score ranges from 4 to 32, with 4 being the best.



ENGLISH	AL3
MOTHER TONGUE	AL2
MATHEMATICS	AL1
SCIENCE	AL2
PSLE SCORE: 8	

Posting Groups	PSLE SCORE
G3 EXPRESS	4 – 20
G3 or G2 EXPRESS / N(A)	21 – 22
G2 N(A)	23 – 24
G2 or G1 N(A) / N(T) option	25
G1 N(T)	26 – 30, with AL7 or better in both EL and MA



Calculating the PSLE Score

- The PSLE Score replaces the T-score aggregate.
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- The PSLE Score ranges from 4 to 32, with 4 being the best.



ENGLISH	AL3
FOUNDATION MOTHER TONGUE	ALB
FOUNDATION MATHEMATICS	ALB
SCIENCE	AL5
PSLE SCORE: 22	

Posting Groups	PSLE SCORE
G3 EXPRESS	4 – 20
G3 or G2 EXPRESS / N(A)	21 – 22
G2 N(A)	23 – 24
G2 or G1 N(A) / N(T) option	25
G1 N(T)	26 – 30, with AL7 or better in both EL and MA



FULL SBB: S1 POSTING

Three Posting Groups to ensure schools are accessible to diverse learners

From the 2024 S1 cohort, MOE will facilitate the admission of P6 students into S1 through 3 Posting Groups: **Posting Group 1, 2 and 3**.

Objective: Ensure that schools continue to admit a **diverse profile of students** and students have **access to a wide range of schools**.

Unlike the-academic streams of Express, N(A) and N(T), Posting Groups will only be used for the purposes of facilitating entry into secondary school and to guide the subject levels students offer at the start of S1.

- Posting Groups assigned based on PSLE Scores, mapped from existing PSLE Score ranges for Express, N(A) and N(T) streams.
- PSLE Scores provide a good gauge of the subject levels that students can offer at the beginning of S1

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



Scoring for MTL-exempt and AsL/FL* students

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 purposes of Secondary 1 posting, 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.
- This is the same approach taken in the T-score system.

**Asian language/foreign language*



Scoring for MTL-exempt and AsL/FL students

In reviewing the score assignment for these students under the new PSLE scoring system, we needed to strike a balance between:

- Acknowledging that students have valid reasons for seeking MTL exemption or taking an AsL/FL, and
- Ensuring some parity between scoring for exemption, Foundation and Standard MTL.



Scoring for MTL-exempt and AsL/FL students

Under the new scoring system, the assigned MTL score will :

- Take reference from peers with similar scores for English, Mathematics and Science;
- While maintaining parity of treatment with students who take Foundation MTL (who will score between AL 6 to 8).

Hence, students will receive an assigned MTL score between AL 6 to 8 in PSLE.



More Information at MOE PSLE Microsite

<https://www.moe.gov.sg/microsites/psle-fsbb/psle/main.html>



Ministry of Education
SINGAPORE

PSLE Scoring System Score Calculator Posting to Secondary School Full Subject-Based Banding Resources ▾

PSLE Scoring System

The PSLE scoring system will help your child focus on their learning instead of how they compare to others.



The PSLE is a useful checkpoint to gauge your child's understanding of key concepts and academic strengths. This will help your child learn at a suitable pace when they progress to secondary school.



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Direct School Admission for Secondary Schools (DSA-Sec)



Entering a Secondary School



PSLE/S1 Posting Process

- Based on a student's **PSLE score**
- **Most students enter secondary schools this way**

DSA-Sec

- Based on a diverse range of **talents and achievements in specific academic subjects or non-academic areas, beyond what the PSLE recognises**
- Allows students to **access school programmes to develop their talents**





Direct School Admission

Is DSA-Sec right for my Child?

If your child has specific **talents** which a school offers the DSA-Sec in

And is **passionate** about and **committed** to developing his/her strengths and interests

DSA-Sec can support his/her development in that talent area.

Your child can apply for DSA even if he/she is not in the CCA that is applied for .



Direct School Admission

Which School should my Child Apply to?

- Look for schools with **programmes that match your child's strengths and interests**
- Learn more about the secondary schools' ***pace of learning*** and ***overall range of programmes***
- **Get the latest information** about what each school offers:
 - Visiting schools' websites
 - Attending schools' Open Houses to experience their environments and cultures



Choosing a Suitable Secondary School

- Discuss with your child
- Consider your child's learning style, strengths and interests when making school choices in order to find a school that would help the child learn and thrive best.
- Discuss the options with the child, with the following considerations:
 - **Values:** What is the school's culture and ethos?
 - **Learning environment:** Is the school's learning environment right for the child?
 - **Distinctive programmes and CCAs:** Can the school support and develop the child's interests?
 - **Location:** Is it too far from home?

How will the child get to school?





Choosing a Suitable Secondary School

- MOE SchoolFinder tool - More information on secondary schools can be found [here](#) and on school websites.
- Open Houses - Secondary schools also hold open houses where you and your child can learn more about the school's programmes, and speak with teachers and students.
- Indicative cut-off points ranges for different school types
 - MOE will be providing indicative AL COPs for secondary schools, in the [SchoolFinder](#).
 - The actual cut-off points may differ, depending on how students exercise their choices that year.



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>

Primary 5 and 6

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

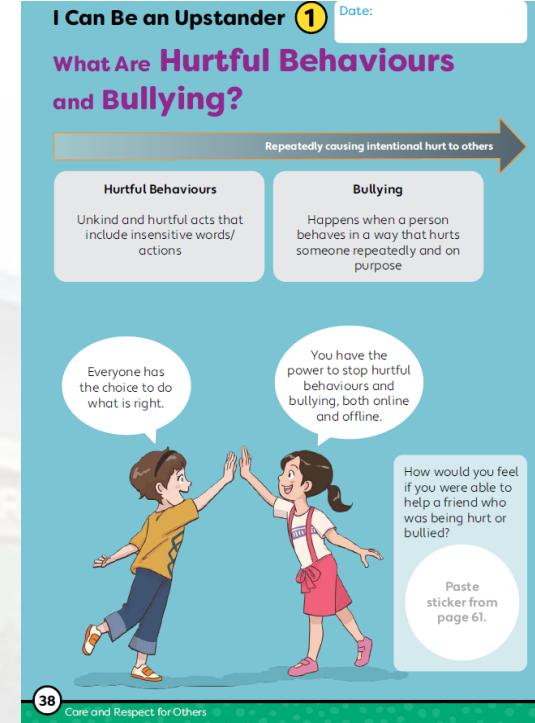
- Use S.U.R.E.* to verify information online

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.



Students will use GenAI to learn in an age-appropriate manner

1. AI use for teaching and learning must be **age- and developmentally-appropriate**.
 - **Pri 1 to 3 students** will mainly engage in hands-on experiences, with **little or no** 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 Singapore Student Learning Space (SLS). Students will use these tools when their teachers incorporate these tools within the assigned SLS modules.



Scan QR code to read more about SLS AI-enabled features!

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

AI CAN MEANINGFULLY TRANSFORM TEACHING AND LEARNING

MOE harnesses Artificial Intelligence (AI) as a strategy to achieve the desired student outcomes, empowering self-directed learning and customising students' learning experiences.

Three AI-enabled systems are now available on the Student Learning Space (SLS):

- Adaptive Learning System
- Teaching and Learning Assistants
- Learning Feedback Assistants

GREATER CUSTOMISATION OF LEARNING

- Adaptive Learning System (ALS) provides personalised learning pathways to enable students to learn at their own pace.
- Teaching and Learning Assistants, such as the Learning Assistant (LEA) guides students self-directed learning through dialogue and iterative questioning based on curated learning materials in its knowledge base.

PERSONALISED FEEDBACK FOR LEARNING

Learning Feedback Assistants (LFAs) provide timely and targeted feedback across different subjects, helping students identify and correct their mistakes. They support the development of writing and oracy skills, content understanding, as well as problem-solving skills, while enabling teachers to focus on guiding students in deeper learning and higher-level thinking.

SUPPORTING TEACHERS' PROFESSIONAL PRACTICE

Teaching and Learning Assistants support teachers by automating routine tasks, analysing student responses, and enhancing lesson design. Tools like Authoring Copilot (ACP) help teachers generate lesson plans and materials, while Data Assistant (DA) allows teacher to quickly analyse students' open-ended responses to enable timely and targeted interventions. These tools enable teachers to focus on designing more effective and personalised learning experiences.



What are the limitations and potential risks of GenAI?

We recognise that GenAI might pose risks, especially when it is not used effectively:

- May give inaccurate or biased answers
- May create tendency for over-reliance when overused
- May pose risks if personal information is shared
- Probabilistic and predicts the most likely answer – it can sound confident even when it is wrong
- Responds like a person, but it does not truly understand or experience emotions.

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

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



**A set of knowledge, skills and dispositions that would help our students be confident, critical and responsible users of digital technologies*

Development of Students' Digital Literacy*

THROUGH
(In School)

CCE lessons

Lessons with
contextualised
infusion of digital
literacy skills

Self-paced
SLS lessons
(P4-6)

Sharings during
assemblies

AND
(At Home)

Family Time

Engage your child in the use of
technology for everyday situations

Examples: Research a recipe for a family meal, design a digital photo collage after a family celebration or outing and organise schedule in an online calendar.

The ICT team has set this as the default background on mobile cart devices to remind everyone to be responsible digital learners.



AT JYPS, WE ARE Responsible DIGITAL LEARNERS.

I will take good care of this learning device.



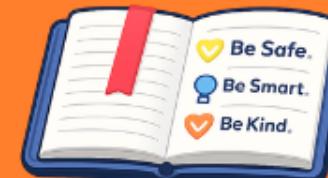
I will not change any settings and the wallpaper of this learning device.

I will only use the specific/recommended apps and websites for the learning task.



When my teacher gives instructions, I will keep this learning device screen facing down and listen attentively.

I will report any fault with this learning device immediately to my teacher.



ICT AUP Agreement

I will strictly follow the ICT AUP Agreement in student Diary (Pg 35-37).

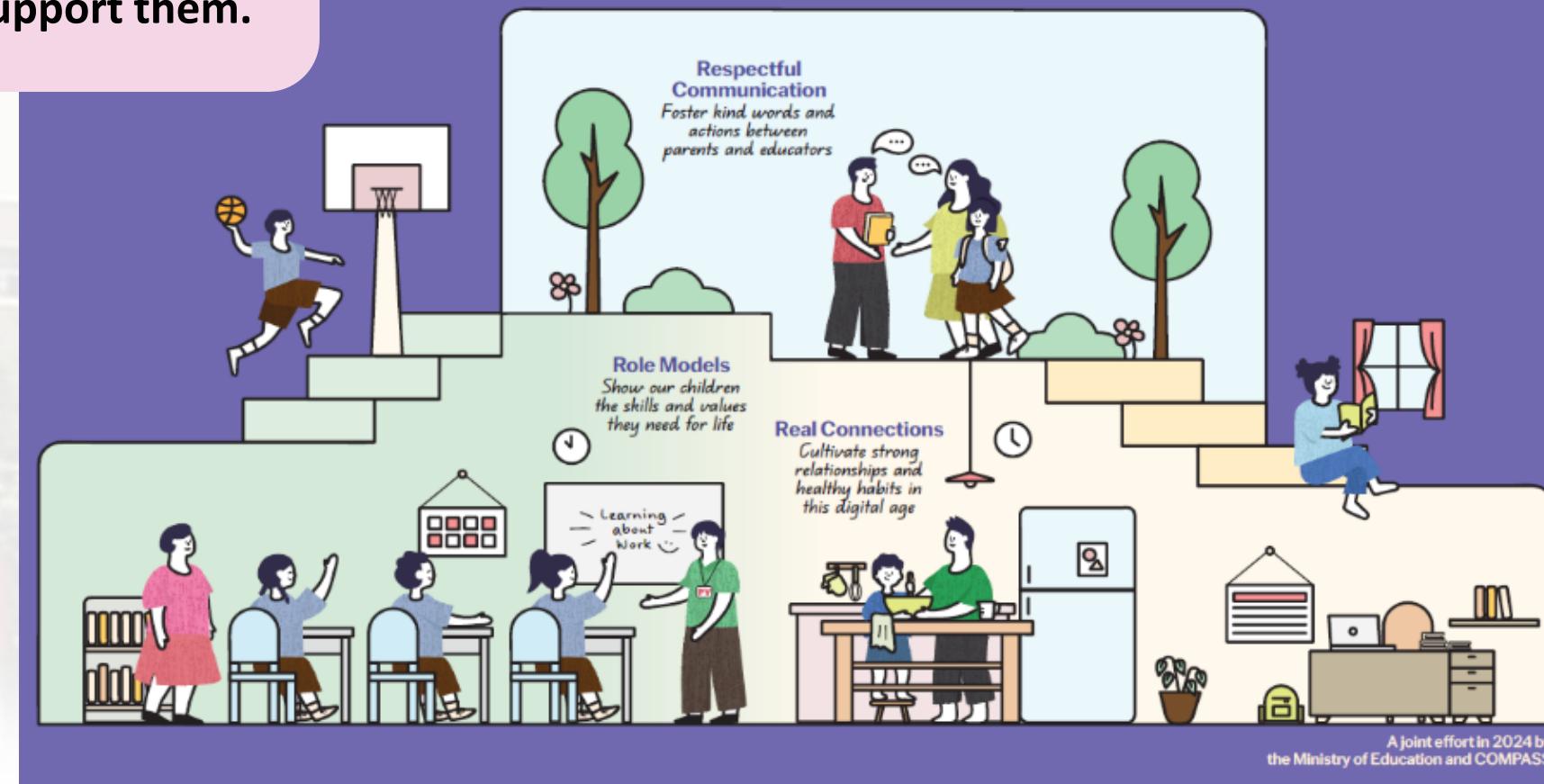


School-Home Partnership

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

Guidelines for School-Home Partnership

Raising a Happy, Confident, and Kind Generation Together





Respectful Communication

Foster kind words and actions
between schools and educators



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



Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers



Respect each other's time by communicating during working hours

We seek your understanding that teachers will respond to your emails and phone calls between 7.30 am to 5.30 pm on Mon to Fri





Official Channels of Communication

Communications with parents:

- JYPS Bulletin for Parents (School Website)
- Parents Gateway (MOE App)
- Student Diary
- Parent-Teacher Meeting / Briefing
- Class DOJO
- Emails (school/teachers)
 - Generic email address: junyuan_ps@moe.edu.sg
 - Phone calls (parents can call GO to leave a message for the teachers)
 - General Office: 67831495
- SMS from school (sent to primary Point of Contact)



We seek your understanding that teachers will respond to your emails and phone calls between 7.30 am to 5.30 pm on Mon to Fri



Role Models

Show our children the skills and values they need for life



Model good values in words and actions



Find joy in everyday experiences with our children



Instill confidence by encouraging responsibility and believing in our children's abilities



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



Real Connections

Cultivate strong relationships and healthy habits in this digital age

Establish good habits for our children to stay confident and in control of their technology use



Build strong bonds through shared experiences and meaningful conversations

Provide a balanced mix of engaging online and offline activities, at school and at home

Building Relationships

Helping Your Child Build Healthy Relationships

Healthy relationships and supportive networks contribute to a child's overall well-being, and allow them to experience a sense of community and belonging.

Things You Can Do

- Expose your child to a range of people and environments. For younger children, create opportunities for them to interact with other children of similar ages (e.g. attend school camps).
- Encourage your child to strengthen existing relationships. Foster healthy relationships with supportive extended family members.
- Encourage your child to stay in touch with their friends and trusted adults (e.g. meet up with former classmates, visit former teachers on Teachers' Day).

Things You Can Say

- Talk to your child about the qualities that make a good friend (e.g. empathy, being respectful), and how to exhibit these qualities.
- When you see your friend struggling, put yourself in their shoes. How would you want a friend to support you?
- Older children are often figuring out the balance between being themselves and fitting in with others. Encourage them to let them know that they can talk to you if they feel pressured to act in ways that they are uncomfortable with.
- If you ever feel pressured to do something or be someone you are not in order to fit in, please know that you can come to me to share your thoughts and struggles. We will work through that together.
- Listen to your child's problems and ask probing questions to help them find ways to resolve their friendship issues.

How has this affected you or your friend?
What are your expectations of a good friend?
How can you make things better?

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Navigating the Digital Age

Helping Your Child Thrive in the Online Space

It is important to help your child understand that not everyone holds the same point of view as them. To help them navigate these differing viewpoints, you can guide them to express their opinions confidently online while respecting others' opinions. This will help them contribute to a healthy online community.

Things You Can Do

- Encourage your child to keep an open mind and provide opportunities for them to accept different viewpoints. If you notice that your child is engaging in negative behaviours (e.g. sending unkind messages), correct them and help them to understand why their actions are wrong.
- When your child is responding to another person online, encourage them to exercise empathy and respect. If you notice that your child is engaging in negative behaviours (e.g. sending unkind messages), correct them and help them to understand why their actions are wrong.
- Posts with negative comments may upset your child, even if they are not directed towards them. Encourage your child to share their thoughts and feelings about these comments with you or a trusted adult.

Why do you think they said that?
Is your message respectful and empathetic?
Consider the issue from another perspective by practicing T.H.I.R.K. (Truthful, Helpful, Inspiring, Necessary, and Kind).
It's okay to feel upset. It's also okay not to respond to a comment. Encourage your child to turn off the comments and notifications and do something else for now!

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Check *Parenting for Wellness Toolbox* for conversation starters to facilitate meaningful conversations, and practical strategies on parenting in a digital age.



Build healthy habits in our children with Grow Well SG

- Eat Well
- Sleep Well
- Exercise Well
- Learn Well

National scheme launched to get kids to adopt healthy habits, kick digital and junk food dependence | The Straits Times

National scheme launched to get kids to adopt healthy habits, kick digital and junk food dependence



While most children in Singapore are in good health, many have already picked up poor habits. ST PHOTO: LIN YAOHUI



Joyce Teo

UPDATED JAN 22, 2025, 08:15 AM



SINGAPORE - All children from Primary 1 to 3 will get a personalised health plan from 2025, as part of a new strategy to help them make healthy choices a way of life, and stave off illnesses as they get older.



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Thank You