



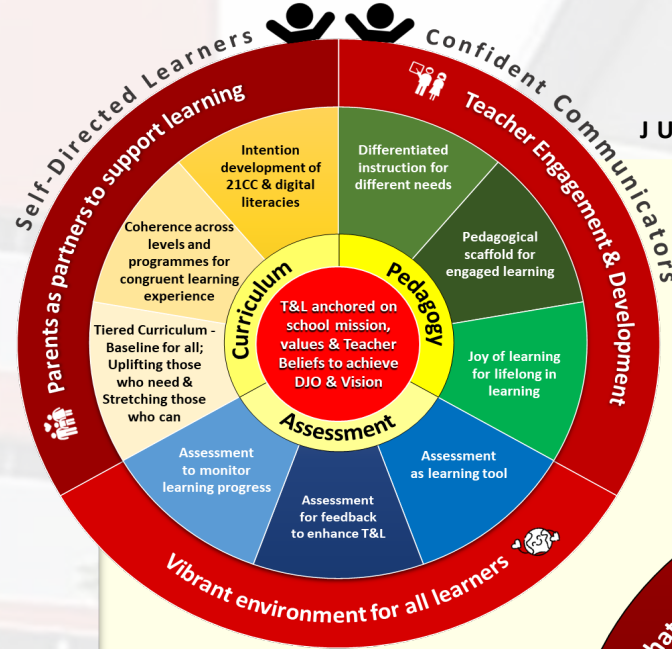
P6 Curriculum Briefing

29 Jan 2026

Thursday



JYPS IP Curriculum Framework



Desired Junyuan Outcomes (DJOs)
Self-Directed Learners
Confident Communicators
Adaptable Individuals
Gracious and Active Citizens

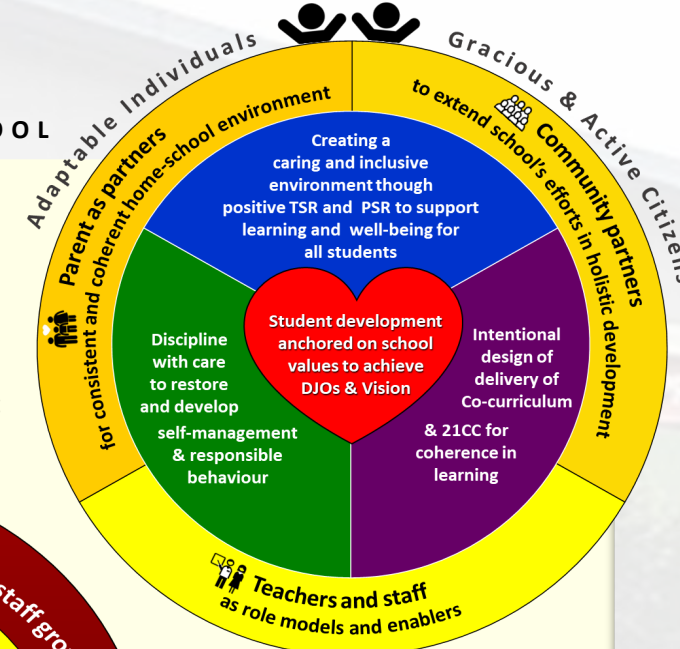


JUNYUAN PRIMARY SCHOOL

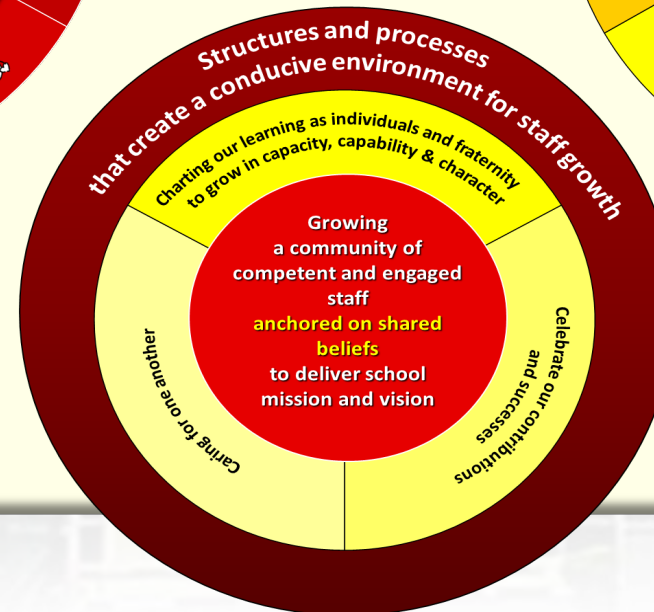
Vision
Future-Ready Learners
Leaders of Character

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

JYPS SDT Framework



School Values (R³ ICH)
Respect
Responsibility
Resilience
Integrity
Care
Harmony



JYPS PD Framework

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





Desired Junyuan Outcomes

1. Self-Directed Learners
2. Confident Communicators
3. Adaptable Individuals
4. Gracious and Active Citizens



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



Direct School Admission

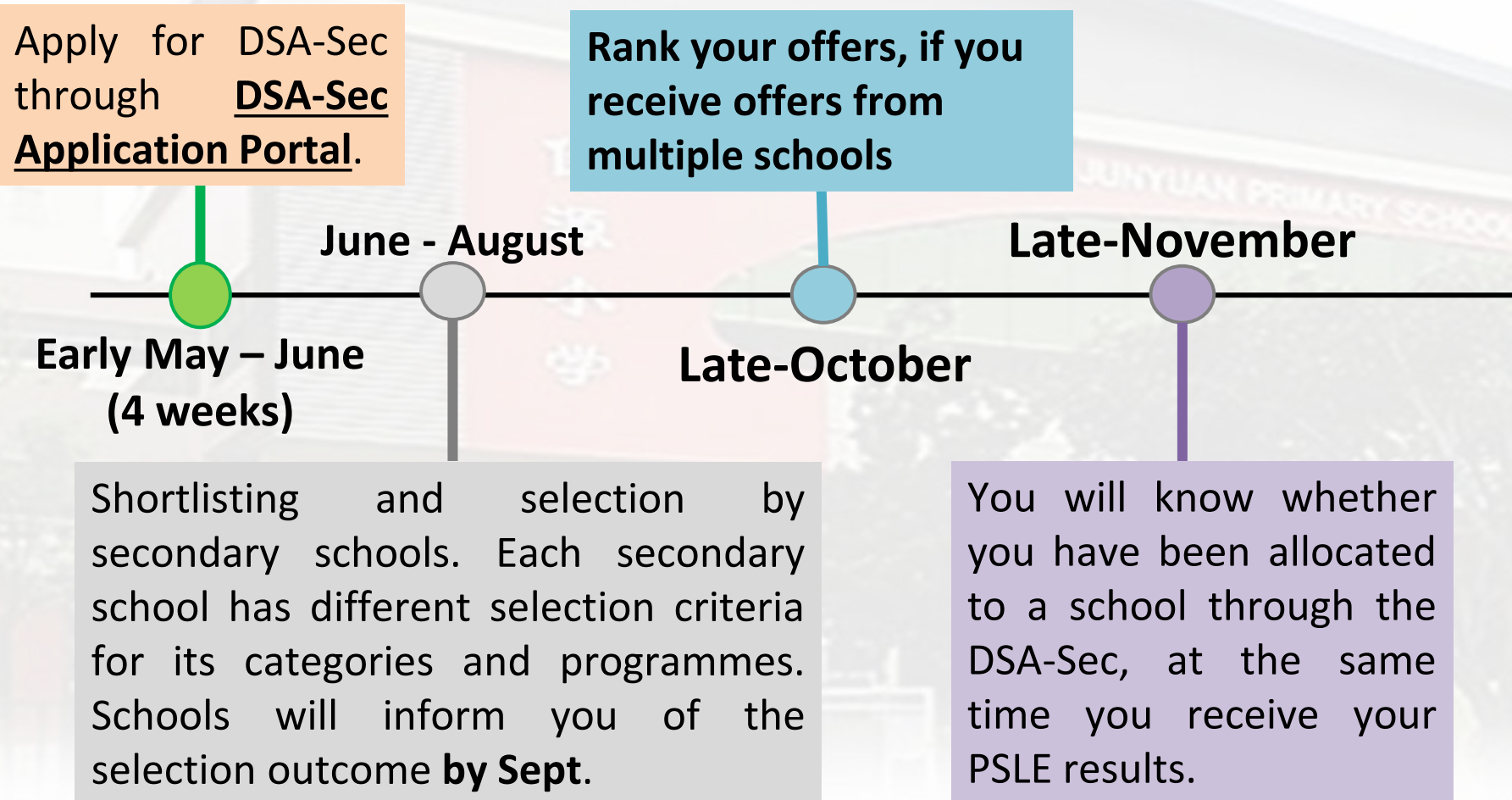
DSA-Sec Application Portal

- Since 2019 DSA-Sec application process has been simplified
- Application for DSA is done through a centralised **DSA-Sec Application Portal**, using a common application form.
- The portal simplifies and streamlines the DSA application process, making it convenient for all students.



Direct School Admission

What is the timeline for 2026 DSA-Sec?





Application for DSA-Sec

1. Centralised online applications

- Applications will be centralised across all participating secondary schools
- The form will be **easy to fill** – child only has to key in contact details and the school and talent choices

Optional: The portal will also allow you to indicate any non-school-based achievements and activities related to the talent areas you applied for.

- **Do not need to submit testimonials or hardcopy documents** to the secondary school during application.



Application for DSA-Sec

2. Application using Singpass

- Parents can access the Portal via their SingPass login. Only one parent's SingPass login is required.

3. No application fees

- No fees charged for DSA-Sec application and selection.
- We encourage all students who are passionate about and committed to developing particular talents to apply, regardless of family backgrounds.



Application for DSA-Sec

4. Making choices in the DSA-Sec portal

- Through the portal, you can easily identify schools that offer programmes for your child's talent area.
- You can indicate up to three choices. For each choice, you will need to choose a secondary school and a talent area from that school.
- The order of the choices does not matter during application.



Application for DSA-Sec

Examples of Possible Choice Combinations

EXAMPLE 1	Talent(s)	School(s)	Your child can apply to <u>up to three different schools</u> , with no restrictions on the talent areas.
	Choir	School A	
	Choir	School B	
	Choir	School C	



Application for DSA-Sec

Examples of Possible Choice Combinations

EXAMPLE 2	Talent(s)	School(s)	If your child chooses two areas in one school, he/she can apply to two different schools only ,
	Choir	School A	
	String Orchestra	School A	
	Choir	School B	



Application for DSA-Sec

Examples of Possible Choice Combinations

EXAMPLE 1	Talent(s)	School(s)	If a school of choice is a dual track school, indicate a preference for one of the programmes or no preference
	Choir	School A	
	Choir	School B	
	Choir	School C *	

** School C is a dual-track school offering the O-Level and Integrated Programme.*



Application for DSA-Sec

What are Secondary Schools looking for?

- Schools have updated their selection practices, which are based on a common set of student-centric principles, with more emphasis on looking for sound fundamentals and potential in particular talent areas.
- The DSA-Sec selection process remains objective and talent-specific.
- Schools have different selection processes, criteria and schedules. Visit the schools' websites to learn more.



Application for DSA-Sec

What are the possible DSA-Sec outcomes?

Confirmed Offer (CO) → Your child has a place reserved in the school, as long as his/her PSLE results qualify him/her for a Posting Group offered by the school.

Wait List (WL) → Your child will be given a place in the school if other students with Confirmed Offers do not take up those offers, and if his/her PSLE results qualify him/her for a Posting Group the school offers.

Unsuccessful Your child has not been given a place in the school. If your child still wishes to enter the schools he/she applied for, he/she can apply through the S1 Posting process using his/her PSLE results



Application for DSA-Sec

Selecting Preferred Schools

If your child has a confirmed offer or is on a wait list, you will receive the instructions on submitting school preferences through SMS and email from postman.gov.sg.

Students with a confirmed offer or on a wait list will be able to submit up to 3 school preferences:

- Through the DSA-Sec Portal.
- Contact your child's primary school.



Application for DSA-Sec

If my child have a DSA-Sec Confirmed Offer, does it mean that his/her PSLE results will not matter?

- Your child's PSLE results will still be used to determine the secondary school Posting Group he/she is eligible for (i.e. G1, G2 or G3).
- Even if he/she has a Confirmed Offer, he/she must qualify for a Posting Group offered by the school to be admitted to the DSA-Sec school.



Application for DSA-Sec

Please Note:

- Students successfully allocated to their DSA-Sec schools will NOT be allowed to participate in the annual S1 Posting to opt for secondary schools, and are expected to honour the commitment to the allocated DSA-Sec school for the entire duration of the programme to develop their talents.
- They will also NOT be allowed to transfer to another school after the release of the PSLE results.



The PSLE changes are Part of a bigger story

Over the years, we have been fine-tuning the education system to help our students discover and develop their strengths and interests, while moving away from an over-emphasis on academic results.

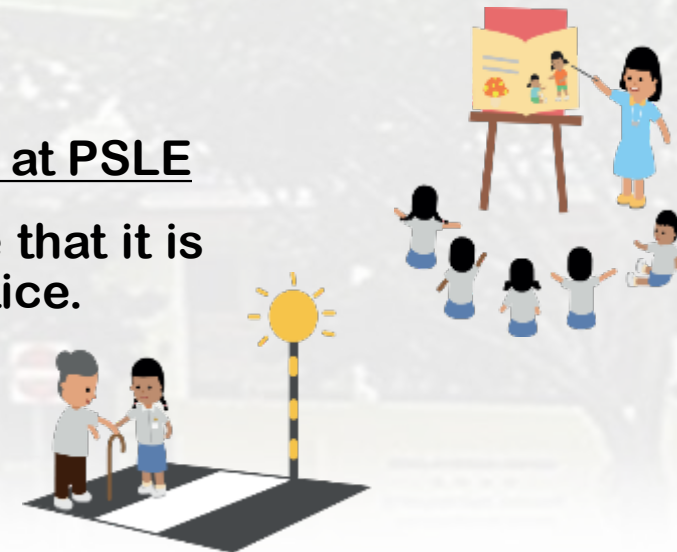
Our PSLE scoring changes aim to:

- Reduce fine differentiation at a young age
- Recognise students' level of achievement, regardless of how their peers have done

The changes will not affect the curriculum and subjects tested at PSLE

However, MOE does review the curriculum regularly to ensure that it is relevant and up-to-date. This will continue as per current practice.

PSLE Microsite





Sec 1 Posting

- **Students will continue to be posted to a secondary school based on academic merit i.e. overall PSLE score.**
- **If two or more students with the same PSLE Score vie for the last remaining place in a school, tie-breakers will be used in the following order:**
 1. **CITIZENSHIP**
 2. **CHOICE ORDER OF SCHOOLS**
 3. **COMPUTERISED BALLOTING**



Tie-breakers

in the new S1 Posting System

Tie-breakers are used only if there are two or more students with the same PSLE score vying for the last available place(s) in a school.
Here's a simplified example.

5 students are vying for the last places in the schools of their choice.

Jane

Singapore Citizen
16 pts

SCHOOL CHOICES:

- 1) Sch A
- 2) Sch ...
- 3) Sch ...
- 4) Sch ...



Bryan

Singapore Citizen
20 pts

SCHOOL CHOICES:

- 1) Sch B
- 2) Sch ...
- 3) Sch ...
- 4) Sch ...



Mary

Singapore Citizen
20 pts

SCHOOL CHOICES:

- 1) Sch A
- 2) Sch B
- 3) Sch C
- 4) Sch ...



Alan

Permanent Resident
20 pts

SCHOOL CHOICES:

- 1) Sch A
- 2) Sch B
- 3) Sch D
- 4) Sch ...



Rina

Permanent Resident
20 pts

SCHOOL CHOICES:

- 1) Sch A
- 2) Sch B
- 3) Sch D
- 4) Sch E



Students with better scores will be posted first

Jane has a better PSLE score. She will be posted first, to **School A**.



Tie-breaker #1: Citizenship

Bryan, Mary, Alan and Rina have the same score.

As Jane has taken the last available place in School A, Bryan, Mary, Alan and Rina will vie for the last available place in their next choice, **School B**.

Bryan and Mary are Singapore Citizens. They will have priority to enter **School B**.



Alan and Rina will be tie-broken out as they are Permanent Residents. They will be considered for their next choice, **School D**.



Tie-breaker #2: Choice order of schools

Because Bryan ranked School B higher than Mary, he will be posted to **School B**.



Since Bryan has taken the last place in School B, Mary will be posted to **School C**.



Alan and Rina have both ranked School D as their third choice. They will go through computerised balloting to vie for the last remaining place in **School D**.



Tie-breaker #3: Computerised balloting

Through computerised balloting, Alan is posted to **School D**.



Since Alan has taken the last place in School D, Rina will be posted to her fourth choice, **School E**.





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.



SBB (SEC) ELIGIBILITY CRITERIA UNDER THE AL SCORING SYSTEM

- Under the new AL scoring system, the SBB (Sec) eligibility criteria is as follows:

PSLE Standard / Foundation Subject Grade	Option to take subject at
AL 5 or better in a Standard level subject	G3 Express
AL 6 or better in a Standard level subject <u>OR</u> AL A in a Foundation level subject	G2 N(A)



Primary School Leaving Examination

Tentative Schedule:

- ***12 – 13 August*** (Oral papers – EL & MT)
- ***15 September*** (Listening Comprehension: EL & MT)
- ***24 – 30 September*** (Written Papers)



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

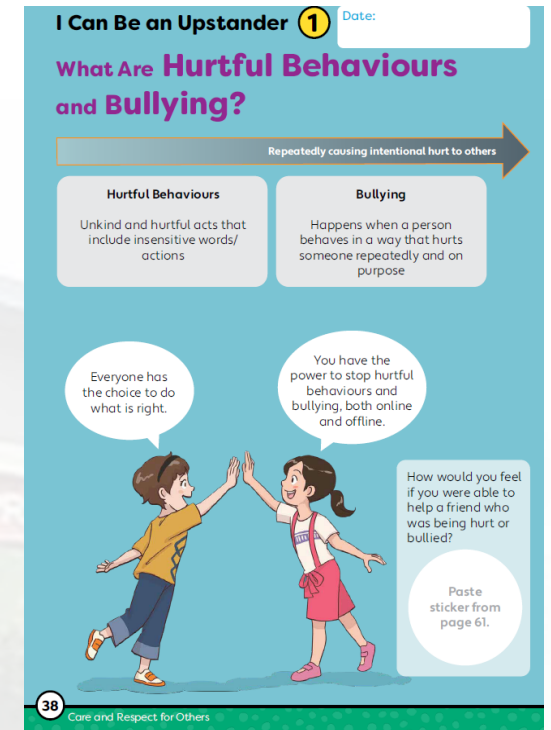
- Use S.U.R.E.* to verify information online

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



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

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.

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 strategy¹ 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 (LEAs)** guide 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 ideas and activities, while **Date Assistant (DAT)** 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.

CLASS PROGRESS

ALS helps me learn at my own pace... click to hear more!

I can correct my own errors... click to hear more!

FIND OUT MORE ABOUT THEM ON THE NEXT PAGE >>>

¹ The National AI strategy announced in November 2018 outlined a plan for Singapore to deepen our understanding and use of AI technologies to improve lives. MOE's EdTech Plan also guides the development of these AI systems for learning.



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.



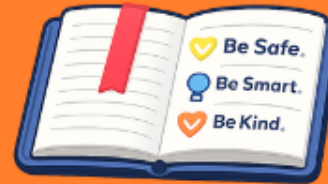
I will not change any settings and the wallpaper of this learning device.

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.



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



Parents' Involvement

- Commit some time every weekend to **play games** and **have fun** together.
- **Visit places** or take part in events that **both of you enjoy**.
- **Encourage** your child to make **new friends**.
- **Try out FTGP* Family Time activities**.

- **Encourage** your child when he makes **observations**.
E.g. Say "That's interesting!" and ask why he/she said that.
- **Recognise small successes**. E.g. Say "You've made another new friend in class - well done!"

FAMILIARISE

- **Find out** what primary schools have in store for students these days.
- Do practical things to **ease** your child **into new routines**.
E.g. Plan daily routines together, teach your child new habits like packing his/her bag.

EMPATHISE

- **Teach** your child words that **describe feelings**.
- **Acknowledge** your child's **emotions**.
E.g. "It's okay to feel anxious about starting school."
- **Understand** your child's **needs**. E.g. Start bedtime early. Children need a lot of sleep.



Partnership with Parents

Partnering Parents to provide a supportive and nurturing home-school environment for the children to grow and glow.

A Sample of an "After School Schedule in a day"

Time	Mon
3 p.m.	Complete my homework
4 p.m.	Water break
4.15 p.m.	Revise my work
5 p.m.	Exercise
5.30 p.m.	Me Time
6.30 p.m.	Dinner
7.30 p.m.	Time with family
8.30 p.m.	Reading
9.00 p.m.	Washing up/ Bed Time



Monitoring your child's online activity

- 1 **Cyberbullying.** Most kids who are harassed online by cyberbullies suffer emotional distress but never tell their parents. Monitoring can alert you if someone may be bullying your child – or if your child has been bullying someone else.
- 2 **Sexting.** Teens might think it's sexy to take and send nude pictures of themselves to someone else, or they might think it's funny to forward along pictures of someone else. Monitoring lets you step in and stop the behavior.
- 3 **Online Predators.** The Internet is the #1 tool of child predators for finding and developing friendships with children. You won't know if one has been talking to your child unless you're watching.
- 4 **Alerts you to cyberbullying and other dangers activities.** If your child is chatting with friends about illegal activities, suspicious behavior or maybe even committing suicide, you will have the chance to intervene before anything actually happens.

Source: <https://resources.uknowkids.com/blog/bid/159115/10-reasons-to-monitor-your-child-s-internet-activity>



Educating Students on Cyber Wellness

Lessons on Cyber Wellness (CW) have been incorporated in Form Teacher Guidance Period (FTGP) to address specific issues, reinforce the core values and social emotional competencies to enable your child/ward to apply them to specific contexts.

Topics covered in the Cyber Wellness lessons include:

- Cyber Use
- Cyber Identity
- Cyber Relationships
- Cyber Citizenship
- Cyber Ethics



Partnership with Parents

Communications with parents:

- JYPS Bulletin for Parents (School Website)
- Parents Gateway (MOE App)
- Student Diary
- Parent-Teacher Meeting / Briefing
- Class DOJO
- Emails (school/teachers)
- Phone calls (parents can call GO to leave a message for the teachers)



We seek your understanding that teachers will respond to your emails and phone calls between 7.30am to 5pm on Mon to Fri during School Term Time



JUNYUAN PRIMARY SCHOOL

Future-Ready Learners . Leaders of Character

Thank You