

## Supporting your child's transition through

# Primary 1

Build a caring home environment to nurture the social and emotional skills of your child using these S.A.F.E. tips.

## SUPPORT

- 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.

## AFFIRM

- **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.

\*Form Teacher Guidance Period

**Spend Time Chatting.  
Use T.A.D.**

## Talk

**Talk about fond memories of your own school days.**  
E.g. What you did in Primary One; kind teachers and cheeky classmates you had.

## Ask

**Ask about his/her thoughts and feelings about the school.**  
E.g. FTGP\* activities; when he/she felt happiest.

## Discuss

**Discuss together what can be done if he/she has worries at school.**  
E.g. Explore how people deal with conflicts.

## QUICK TIPS

- **Listen without interrupting.**
- **Nod your head and ask questions** to show interest and affirmation.



These tips may be used with children of other ages too; it depends on each child's needs. Using these tips as your child journeys through the school years can help ease anxiety and worries, and build warmer and closer relationships at home.

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## Supporting your child's transition through

# Primary 5/6

Build a caring home environment to nurture the social and emotional skills of your child using these S.A.F.E. tips.

## SUPPORT

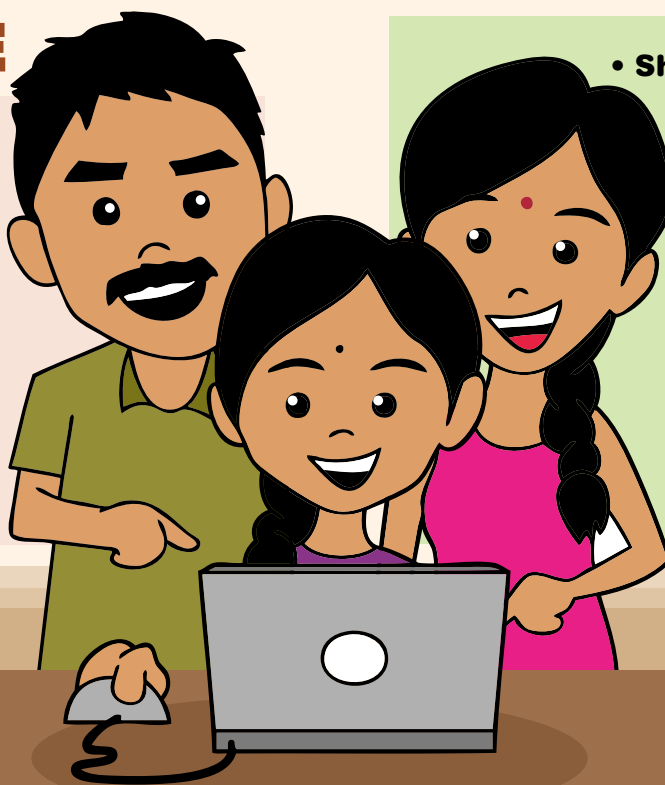
- **Encourage** your child to **talk to a trusted adult** for guidance.  
E.g. Family members, school counsellors and teachers.
- **Help** your child **understand decisions made and actions** taken. **Share** the **reasons** for them.
- **Keep rules short and realistic.**  
E.g. No handphones allowed during meal times.

## AFFIRM

- **Recognise** his/her demonstration of **good values or social skills.**  
E.g. Respect or good time-management.
- **Praise** your child's **efforts regularly.** Only scolding him/her without providing any justified praise at other times can be demoralizing.

## FAMILIARISE

- **Find out** what Primary 5 and 6 is like for students these days. **Moderate your expectations** according to your **child's own strengths and development.**
- **Share information on** physical changes during **puberty**; include the range of emotions that may accompany it.



## EMPATHISE

- **Show** that you **understand your child's concerns.** Be flexible in guiding your child when necessary.  
E.g. Vary your voice tone when you talk to him/her at different times and circumstances.
- **Teach with less talk and more role-modelling.** Children learn a lot by simply watching.

**Spend Time Chatting.  
Use T.A.D.**

### Talk

**Talk about things that friends might pressure him/her to do, which can be harmful.**

E.g. risky dares; deciding to meet an 'online friend' in person; making online purchases

### Ask

**Ask your child about interests he/she would like to explore, and what he/she needs to do to develop them.**

E.g. make time for practice, sign up for courses/lessons

### Discuss

**Discuss a variety of occupations that your child may be interested to explore.**

E.g. chef, interior designer, housing agent.

## QUICK TIPS

- **Listen without being distracted.** Put aside whatever you had been doing.
- **Be prepared to accept** your child's **views** even though you may not fully agree with them.



Supporting your child's transition through

# Secondary School

Build a caring home environment to nurture the social and emotional skills of your child using these S.A.F.E. tips.

## SUPPORT

- **Find out** how your **child's preferences** are changing. Show interest by **asking open-ended questions**.
- **Make a habit of chatting** at a fixed time each day.  
E.g. At dinner time.

## FAMILIARISE

- **Find out** what **secondary school life** is like for students these days.
- **Excite** him/her about **new experiences** secondary school students can have.
- **Encourage** him/her to **pick up a new hobby** or **hone skills** in outdoor sports.
- **Limit** his/her **time** spent on **digital devices**.

## AFFIRM

- **Remember** your **child's strengths**. **Build his/her self-esteem** in those areas.  
E.g. "You have the unique ability to get along well with people."
- **Praise and affirm efforts** in front of relatives and friends.  
E.g. "She is very helpful towards her grandparents."

## EMPATHISE

- **Acknowledge** your child's **varying emotions**.  
E.g. "I understand you feel anxious about starting school without any of your old friends."
- **Encourage** your child to **share thoughts and feelings** about the new school.
- **Prioritise** sufficient **sleep**.



Spend Time Chatting. Use **T.A.D.**

## Talk

Talk about the different realities faced by teens these days compared to the past.  
E.g. How you communicated with friends without social media.

## Ask

Ask about his/her thoughts and feelings on people and events around him/her or in the news.  
E.g. What are some ways of having wholesome fun? How does he/she feel about the different types of jobs that adults do?

## Discuss

Discuss some acceptable boundaries with regard to the use of electronic devices.  
E.g. What are some rules for having a mobile phone (with or without a data plan)?

## QUICK TIPS

- **Listen attentively** to understand what your child might be feeling and thinking.
- **Avoid providing advice immediately** when not asked.



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Supporting your child's transition through

# Upper Secondary

Build a caring home environment to nurture the social and emotional skills of your child using these S.A.F.E. tips.

## SUPPORT

- **Let your teen be alone** if he/she does not feel like doing anything together with you; but **be available** when he/she needs you.
- **Have meals together regularly.** It offers a way to connect.
- **Be flexible.** Allow **more independence** as your teen demonstrates more responsibility.

## AFFIRM

- **Describe what is done right and why it is helpful** whenever you praise your teen. Specific praise is more genuine and encouraging.
- **Be sensitive** to your teen's preferences.  
E.g. Give praise in private if he/she tends to be easily embarrassed.

## FAMILIARISE

- **Find out** what **post-secondary institutions** have in store for students these days. **Make informed decisions** together.
- **Highlight** how different institutions and industries can **match your teen's interests.**

## EMPATHISE

- **Respond to** your teen's emotions **without judging.**  
E.g. If he/she complains at the end of CCA training, say: "Sounds like you're tired after training hard."
- **Encourage** your teen to **share** with you why he/she **makes certain decisions.** Acknowledge his/her struggles and strengths.



Spend Time Chatting. Use T.A.D.

## Talk

Talk about your teen's interests. Encourage him/her to share the *who, what, where, when, whys and hows* of that interest.

E.g. sports, the latest phone apps, fashion

## Ask

Ask about his/her thoughts and feelings on the latest posts and discussions on social media.

E.g. issues on bullying

## Discuss

Discuss new boundaries as your teen displays greater maturity.

E.g. Allow a later curfew - recognise that he/she can be trusted with more responsibilities

## QUICK TIPS

- **Listen patiently;** allow your teen to draw his/her own conclusions if needed.
- **Provide a safe space** for your child to vent and talk.



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