

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.



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

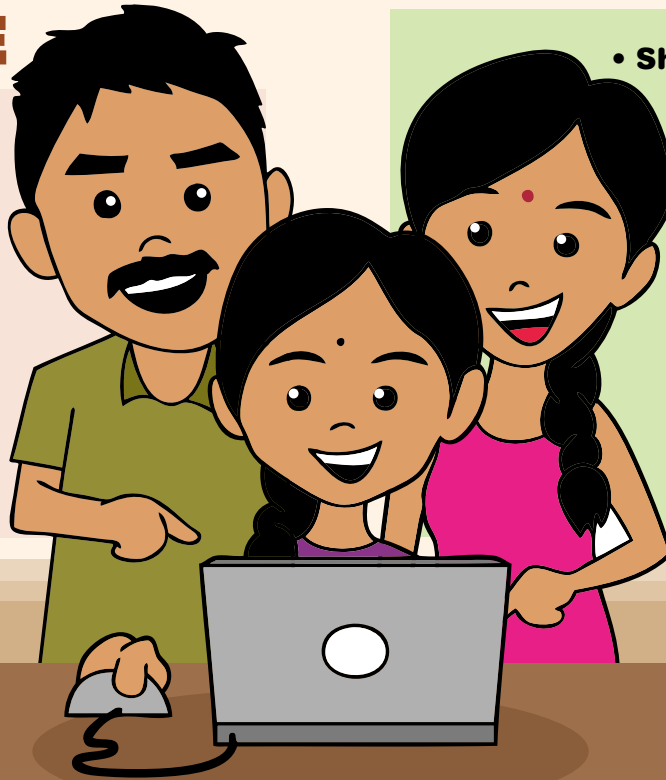
- **Encourage** your child to **talk to a trusted adult** for guidance.
E.g. Family members, school counsellors and teachers.
- **Help** your child **understand decisions made and actions** taken. **Share** the **reasons** for them.
- **Keep rules short and realistic.**
E.g. No handphones allowed during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

