PROJECT POSITIVITY

Primary 1 Orientation (2026)

RGPS QSE SURVEY

Primary 5 students (2025)

PSYCHOLOGICAL WELL-BEING

Top stressors:

- Expectations from self
- Academic results
- Future challenges
- Expectations from others
- School work and activities

Youth Epidemiology and Resilience Study (YEAR, 2024)

YEO BOON KHIM
MIND SCIENCE CENTRE
A research centre of:
NUS National University of Singapore
NUHS National University Health System

Prevalence of Adolescents' Mental Health Symptoms and Disorders

1 in 3 (37.2%) had internalising (depressive, anxious) clinical **symptoms**

1 in 8 (12.9%) had externalising (rule-breaking, aggressive) clinical **symptoms**

1 in 8 (12%) had a current **mental health disorder**

Top two clinical symptoms:



Anxiety Problems | Affective Problems

Top 3 clinical disorders with **highest** weighted prevalence:

1. Anxiety Disorders (7.08%)
2. Depressive Disorders (5.15%)
3. Attention-Deficit Hyperactivity Disorder (2.42%)

Top 3 Anxiety Disorders:

Generalised Anxiety Disorder (GAD)	2.75%
Specific Phobia	1.21%
Social Anxiety	1%

Top 3 Depressive Disorders:

Major Depressive Disorder (MDD)	2.37%
Adjustment Disorder	1.87%
Persistent Depressive Disorder (PDD)	0.74%

Stress

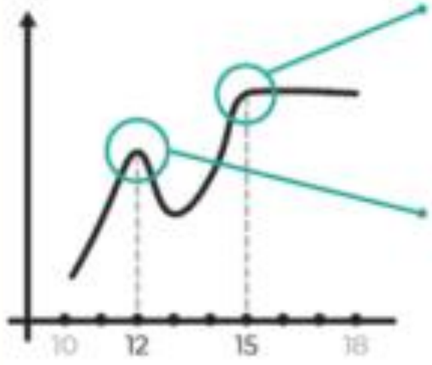
(PSS – Perceived Stress Scale; AESI – Academic Expectation Stress Inventory – Self & Others)



In general, boys had **lower perceived stress** levels than girls

Perceived stress levels peak at age





Academic expectation stress levels **peaked and plateaued** from ages 15 - 18

There was a **peak** in academic expectation – self & others stress levels at age 12, compared to ages 11, 13, and 14

The Singapore Youth Resilience Scale (SYRESS)

SYRESS was developed and validated as a resilience scale that incorporates the contextual and cultural aspects unique to the adolescent population in Singapore.

The following 10 factors were found to reflect universal mechanisms and determinants of resilience. They were:

1. Emotional Regulation
2. Personal Control
3. Personal Confidence/ Responsibility
4. Flexibility
5. Perseverance
6. Optimism/Positive Self-image
7. Positive Coping
8. Humour/Positive Thinking
9. Relationship/Social Support
10. Spirituality/Faith

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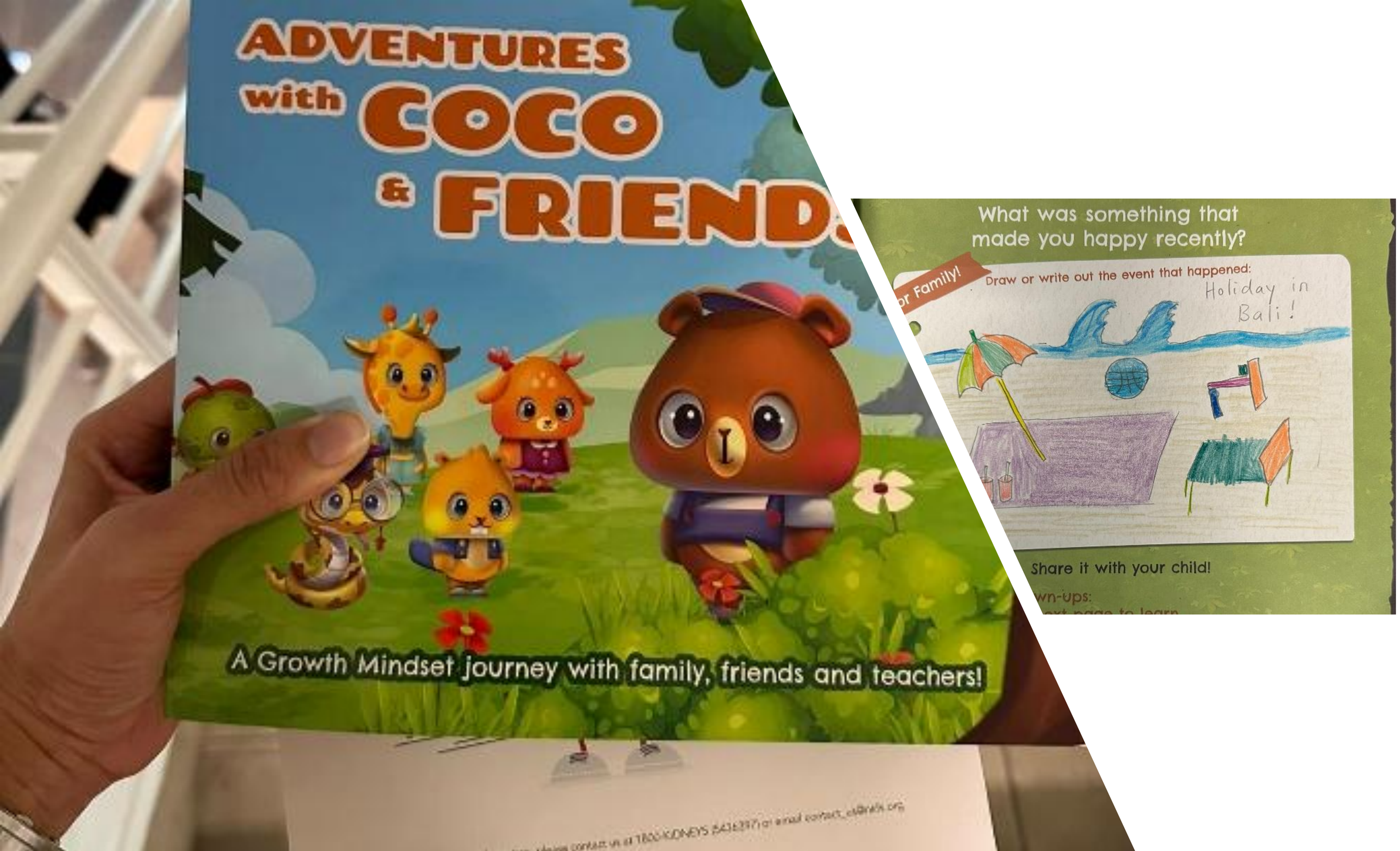
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Parenting and Resilience

Research has found that good parenting is often the most significant factor for boosting resilience. Parental warmth, responsiveness and sensitivity foster the development of self-regulation, and can buffer the effects of other stressors.

"The thing that makes the biggest difference, over and above one's genes, is the relationship a child has with a primary caregiver,"
Philip Fisher, PhD


ADVENTURES
with COCO
& FRIENDS
A Growth Mindset journey with family, friends and teachers!
What was something that
made you happy recently?
Draw or write out the event that happened:
Holiday in
Bali!
Share it with your child!

Core Learning Objectives

Session #1: Identifying Feelings
Learning different types of emotions that a person may experience

Session #2: Talking about Negative Feelings
Apply Distancing and/or Distracting strategies to manage difficult moments

Session #3: Understanding our Thoughts and Feelings
Apply Disputing strategies and Reframe Limiting Beliefs toward constructive responses

Session #4: Growth Mindset: We can Improve with Effort
Learning Perseverance Skills with Effort

Session #5: Growth Mindset: We can Grow from Challenges
Learning that we can Grow from Challenges

Session #6: Growth Mindset: We can Learn from Others
Learning that we can Learn from the Success of Others

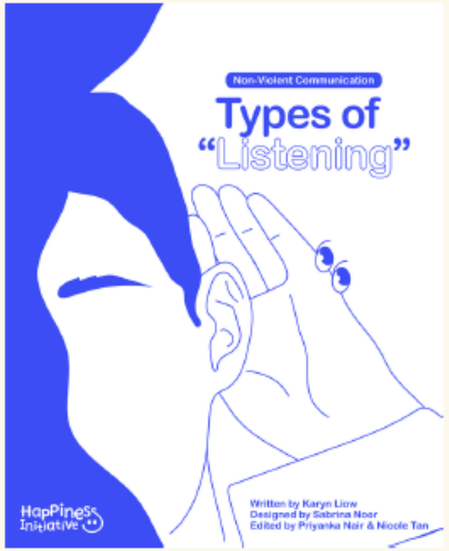
Additional Science for Parents

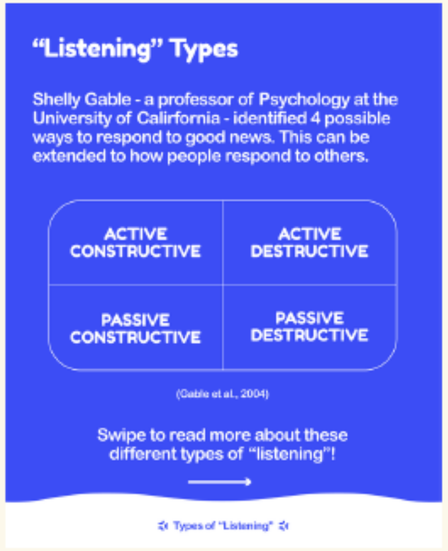
In-between each section, there will also be illustrations of interesting science that is useful for parents to know during the activities.

For example, when an activity includes sharing of good news, we can include a section for parents to learn about how to respond actively and constructively.

This segment will typically consist of three parts:

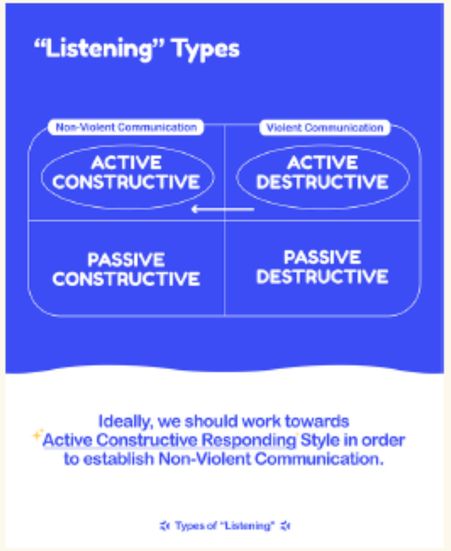
1. The science (presented in a visual way)
2. How they can use it (examples of how they can apply the science)
3. Reflection (asking parents/guardians to write a short reflection about how they can use it)












HOME
SCHOOL