

**Ongoing Renewal of School Curriculum –  
*Focusing, Deepening and Sustaining***

**Updating the Personal, Social and  
Humanities Education Key Learning Area  
Curriculum**

(Primary 1 to Secondary 6)

**Consultation Brief**

Curriculum Development Council  
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## **Preamble**

### **Ongoing Renewal of School Curriculum – *Focusing, Deepening and Sustaining***

The Learning to Learn curriculum reform that started in 2001 has been promoting curriculum and pedagogical change that fosters learners' whole-person development and learning to learn capabilities to achieve lifelong learning. Over the past decade or so, much has been achieved in schools through the implementation of the reform. To mention a few of the achievements, the curriculum reform has brought about a new breed of students who are more proactive and in possession of greater learning agility and stronger transferable skills; the strength of our students' performance in mathematics, science and reading in Chinese is internationally recognised; teachers have achieved a paradigm shift from teacher-centred classroom practices to learner-centred learning; the assessment culture in schools has changed with greater emphasis placed on assessment for/as learning; and there is increasing collaboration among teachers within and across schools.

Alongside the implementation of the Learning to Learn curriculum reform, there have been a lot of changes and challenges in our society and around the world, such as those observed in economic, scientific, technological and social developments. To maintain Hong Kong's competitive edge and to prepare our students well for the local and global changes taking place in various fields, it is necessary to enhance the Learning to Learn curriculum reform, to sustain and deepen the accomplishments achieved and to identify new focuses in the curriculum as we move to a new phase of curriculum renewal and updating.

Capitalising on the positive impacts and experience gained, the curriculum renewal (also known as "Learning to Learn 2.0") being introduced is an enhanced version of the Learning to Learn curriculum reform that started in 2001. It is not an "add-on" but a continual journey to work smarter and in a more focused manner in promoting Learning to Learn for the next five to ten years. In this new phase of curriculum renewal, the curriculum will remain learner-centred and continue to focus on learning, particularly the improvement of its quality and effectiveness. However, to closely respond to various contextual changes locally and globally, more attention will be given to the development of personal attributes expected of our students across KLAs in the coming decade, and focuses such as Language across the Curriculum, Information Literacy, as well as Science, Technology, Engineering and Mathematics (STEM) Education will be given stronger emphasis with renewed understanding of learning goals, generic skills and values and attitudes.

In response to the new phase of curriculum renewal, the *Basic Education Curriculum Guide (Primary 1-6)* was updated in mid-2014. The corresponding *Secondary Education Curriculum Guide* and the curriculum guides for the various KLAs are also being updated and will be available for schools' reference tentatively in 2016 upon the completion of feedback collection. Schools are encouraged to sustain, deepen and focus on areas deemed essential for further improving students' independent learning capabilities.

This consultation brief presents the major updates related to the Personal, Social and Humanities Education (PSHE) Key Learning Area (KLA) and the key emphases for the ongoing curriculum renewal proposed for schools' adoption. Examples are also provided to illustrate how these key emphases are achieved through this KLA, particularly in the aspects of learning aims/targets/objectives, curriculum planning as well as learning, teaching and assessment. Schools may formulate plans to incorporate these recommended updates and the key emphases for the ongoing curriculum renewal from the 2016/17 school year, taking into consideration the school context, teachers' readiness and students' needs. As the recommendations proposed in this consultation brief have a direct bearing on school-based curriculum development over the next decade and will set new directions for future curriculum updating and renewal and chart the way forward for sustaining the existing curriculum reform, we would like to solicit views and feedback from stakeholders, in particular the school sector. Comments and suggestions on this consultation brief are welcome and should be sent by 15 February 2016 to:

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## **1. Why and how updates are to be made?**

The *Personal, Social and Humanities Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 6)* (2016) is prepared by the Curriculum Development Council (CDC) Committee on Personal, Social and Humanities Education. It is an updated version of the *Personal, Social and Humanities Education (PSHE) Key Learning Area (KLA) Curriculum Guide (Primary 1 - Secondary 3)* (2002), with an extension of the curriculum for the three-year senior secondary.

The updates of the *PSHE KLA Curriculum Guide* are in line with the guiding principles for the ongoing renewal of the school curriculum and the updated learning goals of school education. More details are provided in the *Overview for Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining*.

Significant changes and rapid developments taking place around the world have called for changes in the PSHE KLA curriculum in order to prepare students for living and working in the 21st century and to develop them into informed, competent and responsible citizens who will contribute to the development of the local, national and global communities. This part of the consultation document presents the rationale for updating the current PSHE KLA curriculum.

### **1.1 Keeping abreast of new developments in the PSHE KLA**

The PSHE KLA provides a context for the study of the human world and aims to promote the maturation of a person as a human being and citizen. More specifically, the major goals of learning in the PSHE KLA are to enable learners to recognize their own worth and realize their full potential; develop effective and fulfilling relationships in life; understand and cherish history and culture as common human experiences and develop a sense of common humanity; respect diversity and contribute to social well-being; and understand contemporary developments of, and develop a sense of responsibility to, the society, the nation and the world. To achieve these objectives, the updated PSHE KLA curriculum continues to situate learners in different social contexts structured along the dimensions of time, place, institution, culture and values; engage learners in examining the present, making connections with the past and considering future possibilities; and guide them to draw on knowledge from different disciplines to attain an integrated understanding of human behaviours, events and issues in different social contexts.

Pedagogically, the updated PSHE KLA curriculum continues to emphasize the importance of learning through enquiry and participation. Students are encouraged to play an active role in their learning by taking part in a wide range of activities and experiences across and beyond the curriculum, co-constructing knowledge with peers and contributing to the well-being of their school and communities. To support student learning, continued emphasis is placed on providing opportunities for students to acquire knowledge in an authentic and stimulating learning environment, and great attention is given to the choice of content which is closely linked to daily life and societal developments and incorporates the ever-changing socio-economic and political dynamics.

Taken together, new developments in subject disciplines related to the PSHE KLA as well as new developments in the local community, the nation and the world have rendered the need to introduce new content and new knowledge in order to equip students with solid and up-to-date knowledge to enable them to meet new and dynamic circumstances.

## **1.2 Responding to the changing contexts**

Significant changes and rapid developments have been taking place around the world. In this context of change, the challenge for schools to provide all-round education, nurture lifelong learners and empower the younger generation to meet the new and dynamic circumstances, has become all the more acute. Students have to acquire a solid body of knowledge, including an in-depth understanding of themselves, the local community, the nation and the world, and develop an understanding of the humanistic dimensions in their fields of study. They have to learn to think critically, creatively and constructively in response to changes and developments as well as solve problems and tackle issues. They also have to be prepared for civic and social engagement.

**Locally**, while maintaining a high level of socio-economic development, Hong Kong is facing challenges of social, economic, political, cultural and environmental nature, which include poverty problem, human power mismatch, youth unemployment, social cleavages arising from diverse views on constitutional development and controversies over development and cultural and environmental protection and conservation. **At national level**, alongside its rapid economic ascendance, China is facing challenges of different nature, which include: socially, demographic pressures related to the aging population and internal migration of labour, and rapid urbanization; economically, the need to increase the competitive edge of its industries and the need to translate the “Belt and Road” initiative into feasible economic development plans; politically,

development of effective governance, including governing the country in accordance with the law; culturally, increased attention to historic and cultural conservation; and environmentally, increased attention to environmental sustainability. **At global level**, globalization has engendered major human development gains, given rise to new forms of cultural diversity, and led to growing awareness of and commitment to global issues. Alongside these human development advances, there are growing concerns for emerging risks and dangers in the social, economic, political and environmental arenas, such as current major conflicts in the international political arena, global economic problems and global environmental issues.

The dynamic contexts at the local, national and global levels have rendered the need to introduce the key emphases for the ongoing curriculum renewal in the PSHE KLA in order to promote various qualities, attributes and preparedness among our students for their present and future academic and career pursuits as well as civic and social engagement and participation.

### **1.3 Building on strengths, Filling the gaps**

The implementation of the PSHE KLA curriculum along the directions of development set out in the *Personal, Social and Humanities Education Key Learning Area Curriculum Guide (P1-S3)* (CDC, 2002) has made achievements on the following<sup>1</sup>:

- **curriculum organisation** - the adoption of an open and flexible curriculum framework in many subjects in this KLA, which has facilitated schools' effort in catering for learner diversity as well as integration between modules or subjects;
- **curriculum leadership** - the appointment of a PSHE co-ordinator to provide leadership in curriculum planning and management and to strengthen collaboration among different PSHE subjects;
- **school culture** - the encouragement of co-planning of lessons and co-planning and sharing of teaching materials as well as collaboration within the PSHE KLA and/or across KLAs, which contributes to the development of a collaborative culture;
- **learning and teaching** - the adoption of a variety of learning and teaching strategies and modes of assessment to engage students in different learning experiences, including the adoption of an enquiry approach and emphasis on the development of generic skills, such as creativity, critical thinking skills, communication skills and problem-solving skills, in different PSHE subjects; and

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<sup>1</sup> Based on findings from the PSHE KLA Review Study (2011), curriculum development visits and focus group interviews with teachers conducted by Curriculum Development Institute as well as reports from the Quality Assurance Section.



- **student engagement** - the provision of sufficient opportunities for students to engage in the Four Key Tasks, in particular Project Learning which has developed students' enquiry skills, broadened their learning experiences and facilitated application of learning in authentic contexts.

However, after the implementation of the PSHE KLA curriculum in schools over the decade, there are yet some gaps that need to be filled, which include:

- the need to strengthen the **interface** between the upper primary and junior secondary curricula as well as between the junior secondary and senior secondary curricula;
- the need to ensure adequate allocation of **curriculum time** to primary General Studies and junior secondary PSHE subjects and a balanced coverage of the strands and their associated essential learning elements to develop solid subject knowledge, in particular at junior secondary level;
- the need to strengthen the link between **assessment and curriculum planning** and make better use of the assessment data to inform learning and teaching;
- the need to equip students with **solid foundation knowledge** to prepare them for studies at senior secondary level and beyond; and
- the need to strengthen students' interest in global issues with the aim of nurturing their **global perspective**.

The ongoing renewal of the school curriculum being introduced is a continuation of the Learning to Learn Curriculum Reform which was introduced in 2001. The introduction of the curriculum renewal is timely, as reform efforts that took place in schools in the past 15 years have laid important groundwork for further improvement of the school curriculum and the completion of the New Academic Structure Medium-term Review has enabled the consolidation of experiences gathered from the previous reform cycle. In this curriculum renewal, schools are encouraged to capitalise on their existing strengths and make timely responses to areas in need of improvement.

In gist, the following major areas of updates are put forth to reflect the changing contexts and education trends, and to provide suggestions for the development and implementation of the PSHE KLA curriculum for now and the next five to ten years.

## **2. What are the major updates?**

This part of the consultation document puts forward the following major areas for updates in support of the key emphases proposed for the ongoing curriculum renewal. The key messages provide suggestions for the development and implementation of the PSHE KLA curriculum at the primary and secondary levels.

### **2.1 Curriculum aims**

The curriculum aims of the PSHE KLA are set in line with the learning goals of school education.

#### **Learning Goals of School Education**

There was a consensus on the seven learning goals in the school community as informed by the feedback from various channels and they were considered appropriate to serve the needs of student learning for the 21st century. These seven learning goals would continue to focus on promoting the whole-person development and lifelong learning capabilities of students, while revisions are made to take into consideration the changes in society as well as the experience gained in the curriculum reform at the school and KLA levels.

The seven learning goals are updated as follows:

1. To be proficient in biliterate and trilingual communication for better study and life;
2. To acquire and construct a broad and solid knowledge base, and to be able to understand contemporary issues that may impact on learners' daily lives at personal, community, national and global levels;
3. To develop and apply generic skills in an integrative manner, and to become an independent and self-directed learner for future study and work;
4. To be informed and responsible citizens with a sense of national and global identity, appreciation of positive values and attitudes as well as Chinese culture, and respect for pluralism in society;
5. To use information and information technology ethically, flexibly, and effectively;
6. To understand one's own interests, aptitudes and abilities, and to develop and reflect upon personal goals with aspirations for further studies and future career;
7. To lead a healthy lifestyle with active participation in physical and aesthetic activities, and be able to appreciate sports and the arts.

**Appendix 1** presents the seven learning goals of primary education.

### **2.1.1 Overarching aim, learning targets and learning objectives of the PSHE KLA curriculum**

The overarching aim sets out the broad and general educational expectations of the PSHE KLA curriculum, from which the learning targets and learning objectives were derived. The overarching aim and learning targets have been found to be relevant in the present-day context and therefore, in this updating, they are proposed to remain unchanged. The **overarching aim** of the PSHE KLA curriculum is “to enable students to understand themselves, society and the world at large, maintain a healthy personal development and contribute to the well-being of the family, the local community, the nation and the world as confident, informed and responsible persons” (**Appendix 7, Section 2.1.1, p. 64**). Deriving from the aim, the **learning targets** set out, in more specific terms, what students will learn in the curriculum, i.e., develop a healthy lifestyle, develop an understanding of the impact of the past on the present and future, appreciate one’s own culture and cultures of others, appreciate the interaction between human beings and the environment and contribute to its sustainable development, appreciate the optimal use of resources, and demonstrate active and responsible citizenship (**Appendix 7, Section 2.1.2, p. 64**).

The above learning targets are translated into **learning objectives** arranged within the six strands of the PSHE KLA, defining more specifically what students are expected to learn, in terms of knowledge, skills and values and attitudes, during the different Key Stages of learning (**Appendix 7, Section 2.1.3, p. 65**). **Necessary updating** is proposed to be made to some of the **learning objectives** for the six strands at Key Stages 1-3 in order to align them closely with the expected student achievements. On the whole, four types of changes are proposed:

- enriching the existing descriptions of learning objectives (e.g., by including new elements, updating the terminology, refining the use of words, etc.);
- combining or splitting existing descriptions to form new ones;
- adding new descriptions to replace the less relevant or obsolete ones, to enrich the existing ones, or to address the new sub-strands; and
- deleting less relevant or obsolete descriptions.

**Appendix 4** presents the proposed updates in the proposed list of learning objectives for the six strands at Key Stage 1-3.

### **2.1.2 Directions for the current updating of the PSHE KLA curriculum**

The key emphases for the curriculum renewal are intended to provide focal points for improving curriculum development work in schools. Based on these key emphases, three directions for the current updating of the PSHE KLA curriculum are proposed.

#### **(1) FOCUSING: humanistic qualities and entrepreneurial spirit**

##### Humanistic qualities

Nurturing humanistic qualities in students has long been an important goal of the PSHE KLA curriculum. Humanistic qualities help students hold themselves and others in high regard. With humanistic qualities, the value of every human individual will be respected, and self-actualization will be pursued. Instilled with humanistic qualities, students will possess self-esteem, pursue meaning in life and strive for excellence. They will be eager to build a caring and tolerant society by treating others as equals and with mutual respect. Students will place equal importance on common good and their personal interests. They will cherish history and culture as common human experiences and cultivate an enhanced capacity for aesthetic appreciation. With a view to making a better world for all, they will direct much of their effort to promoting development that is sustainable.

To nurture humanistic qualities in students is to help them:

- hold the belief that they are unique and valued, have high self-expectations and are always striving to excel;
- care about the well-being of others and are willing to contribute to the common good;
- cherish history and culture as common human experiences;
- cultivate an enhanced capacity for aesthetic appreciation; and
- possess a love for nature and are concerned about its sustainable development.

**Appendix 6.1** presents examples of topics in PSHE subjects which are conducive to the cultivation of humanistic qualities.

##### Entrepreneurial spirit

Entrepreneurial spirit refers to the inquisitiveness to conceive new ideas and the ability to turn ideas into actions. PSHE KLA provides an entry point for the development of students' entrepreneurial spirit. The learning activities of PSHE KLA

help students develop the essential qualities associated with entrepreneurial spirit such as:

- possessing creativity and innovativeness;
- taking initiative and responsibilities;
- taking calculated risks;
- upholding perseverance in times of uncertainty; and
- seizing the best of the opportunities ahead.

**Appendix 6.2** presents an example on nurturing students' entrepreneurial spirit through a learning activity in Economics.

## **(2) DEEPENING: Basic Law education, e-learning and generic skills**

### Basic Law education

The Basic Law is a constitutional document for the Hong Kong Special Administrative Region (HKSAR). It enshrines within a legal document the important principle of “one country, two systems”, that Hong Kong is an inseparable part of the People's Republic of China, and that Hong Kong as a special administrative region has a high degree of autonomy. It also prescribes the various systems to be practised in the HKSAR.

In order to develop the distinct goals of Basic Law education, the EDB will use the holistic approach of multi-pronged and mutual support to strengthen Basic Law education and ensure that all primary and secondary students would enhance their understanding of the Basic Law and the principle of “one country, two systems”, as well as the close connection between the Basic Law and our daily lives.

Encouraging students to understand the Basic Law not only enriches their knowledge of local, national and global community, but also reinforces the cultivation of their values and attitudes, including the rule of law, justice, national identity, democracy, freedom, human rights, equality, tolerance, respect for different opinions and rationality, so that they can develop into positive and responsible citizens, contributing to the betterment of society, the country and the world. Teachers can provide learning opportunities to facilitate students' reflection on, and understanding and application of the Basic Law according to the existing curricula, learning age of students and students' needs.

In the PSHE KLA, students will develop an empathetic understanding of the historical background and the principle of “one country, two systems” as well as the basic ideas and underlying rationale of the Basic Law through their study of the subject General Studies at primary level, and the subjects Chinese History, History, and Life and Society, etc. at secondary level. PSHE teachers can adopt diverse learning, teaching and assessment strategies, for example, issue-enquiry, values clarification, e-learning, experiential and participatory learning, to promote students’ learning of the Basic Law.

**Appendix 6.3** presents the resources produced by EDB to support the promotion of Basic Law education through the PSHE KLA at junior secondary level.

### e-Learning

Information Literacy (IL) is an ability and attitude that would lead to effective and ethical use of information. It aims to help students: (i) identify the need for information; (ii) locate, evaluate, extract, organise and present information; (iii) create new ideas; (iv) cope with the dynamics in our information world; and (v) use information ethically and refrain from immoral practices such as cyber bullying and infringing intellectual property rights.

In PSHE KLA, promoting e-learning is proposed as one way to develop students’ IL. e-Learning refers to an open and flexible learning mode involving the use of the electronic media, including the use of digital resources and communication tools to achieve the target learning objectives. The essence of e-learning is to enhance learning and teaching effectiveness in schools and helps develop students’ necessary qualities (e.g., self-directed learning) for the 21st century. Teachers may develop a repertoire whereby e-learning may help enhance, modify and complement some existing learning and teaching strategies or break new ground in pedagogy.

**Appendix 6.4** presents an exemplar of incorporating “mobile learning” in geography fieldwork.

### Generic skills

Nine generic skills have been identified as essential for student learning for the 21st century in the school curriculum since 2001. Based on the past experiences of implementing the curriculum reform, as well as dynamic changes in society and recent research, the nine generic skills are grouped in three clusters of related skills,

namely Basic Skills, Thinking Skills, and Personal and Social Skills, for better understanding and integrative application:

Basic Skills	Thinking Skills	Personal and Social Skills
Communication Skills	Critical Thinking Skills	Self-management Skills
Mathematical Skills <sup>1</sup>	Creativity	Self-learning Skills <sup>2</sup>
IT Skills	Problem Solving Skills	Collaboration Skills

Remarks: <sup>1</sup>Numeracy Skills and <sup>2</sup>Study Skills were used respectively in *Learning to Learn: Life-long Learning and Whole-person Development* (2001).

PSHE KLA provides meaningful contexts for the development of generic skills through appropriate learning and teaching activities and specific topics alongside KLA/subject specific skills. Schools should plan PSHE KLA-related learning and teaching activities in a holistic manner whereby the generic/cluster of skills would be suitably and effectively applied and developed.

**Appendix 6.5** presents a teaching exemplar which shows how learning and teaching activities can be structured to promote the integrative development of generic skills in students.

### **(3) SUSTAINING: promotion of national understanding and Language across the Curriculum**

#### Promotion of national understanding

One of the seven learning goals identified by the Curriculum Development Council in 2001 is that students should be able to “understand their national identity and be committed to contributing to the nation and society”. It has also been highlighted in *Learning to Learn – The Way Forward in Curriculum* (2001) that “national identity and Chinese culture is one of the six strands” in the curriculum framework for General Studies at primary level and “students in all types of junior secondary schools will study Chinese history and culture, because Chinese history and culture are part of the Essential Contents for Learning in the PSHE KLA”.

In line with the renewed emphasis on developing in students a sense of national identity and appreciation of the Chinese culture in the updated learning goals of school education (**Brief, Section 2.1, p.7**), PSHE KLA will sustain its effort in

nurturing in students a positive perception of Chinese history and culture, and a sense of responsibility to nation, culture and humanity. Promotion of students' national understanding is to be achieved through learning and teaching of Chinese history and culture, contemporary developments of our country as well as the Basic Law in subjects such as General Studies at primary level and Chinese History, History, Geography, and Life and Society, etc. at secondary level. Schools are also encouraged to design cross-curricular learning activities to guide students to connect relevant learning elements in relevant topics, for example, the Belt and Road Initiative. Interflow and exchange activities across PSHE strands/subjects to be held on the Mainland will also be meaningful learning experiences for our students.

### Language across the Curriculum

The Language across the Curriculum (LaC) approach, which integrates language learning and content learning, can be adopted for learners to learn the PSHE KLA through English or Chinese and to explore knowledge and develop skills in a comprehensive and integrative manner. While English/Chinese teachers focus on helping learners master the accurate use of the language (e.g., vocabulary and grammar) as well as recognise the importance of coherence, cohesion and appropriacy in texts, PSHE KLA teachers can facilitate the transfer of the English/Chinese knowledge and skills by emphasising the use of relevant language features for presenting the subject content and providing assignments or tasks for learners to apply relevant English/Chinese knowledge and skills to demonstrate their understanding of the PSHE KLA content.

PSHE KLA teachers can collaborate with English/Chinese teachers to facilitate LaC through:

- identifying the entry points, setting realistic goals and drawing up a plan or schedule of work to facilitate the transfer of English/Chinese knowledge and skills;
- developing learning, teaching and assessment materials and activities that connect students' learning experiences;
- identifying a common topic between the PSHE KLA and English/Chinese for learners to read about and discuss, and assigning learning activities or tasks outside the classroom to broaden learners' experiences;
- providing learners with exposure to the text types typical of the PSHE KLA (e.g., expositions); and
- teaching KLA-specific language functions (e.g., comparing and contrasting, giving explanations) explicitly to facilitate the completion of the PSHE KLA-based tasks.



### **2.1.3 Congruence between the key emphases for the ongoing curriculum renewal and learning targets of PSHE KLA**

In relation to the key emphases for the curriculum renewal, **two new sub-sections** are proposed to be added. **Section 2.1.2.1 in Appendix 7 (p. 64)** will delineate the **congruence** between the existing PSHE KLA learning targets and the intentions of the key emphases, with the intention of helping teachers see that the key emphases are not totally new and that they have been taking place in schools in some form or other. **Section 2.1.2.2 in Appendix 7 (pp. 64-65)** will highlight the **need to prioritize the importance** to be placed on each of the key emphases in different PSHE subjects due to the varied nature of their subject matter.

### **2.1.4 Cross-KLA learning activities to support STEM education in PSHE KLA**

STEM is an acronym that refers collectively to the academic disciplines of Science, Technology, Engineering and Mathematics. In the local curriculum context, STEM education is promoted through the Science Education, Technology Education and Mathematics Education KLAs, with the aim of:

- developing in students a strong knowledge base in the STEM-related disciplines;
- strengthening their ability to integrate and apply knowledge and skills;
- nurturing their creativity and innovativeness, collaboration and problem solving skills; and
- promoting the development of positive values and attitudes.

PSHE KLA shares the expected learning outcomes of STEM education, in particular those related to promoting integrative understanding and application of knowledge and skills, the development of creativity and innovativeness, collaboration and problem solving skills and positive values and attitudes.

PSHE KLA contributes to the promotion of STEM education. Through cross-KLA collaboration, opportunities can be provided for students to strengthen their ability to integrate and apply knowledge and skills learnt in PSHE and other subjects, and to develop associated skills and values and attitudes through solving meaningful problems.

## **2.2 Curriculum framework**

### **2.2.1 Incorporating key emphases for the ongoing curriculum renewal as important curriculum intentions**

The PSHE KLA **curriculum framework** provides a structure to help schools plan and develop their own PSHE KLA curricula with essential learning experiences to achieve the curriculum aims. It sets out what students should know (knowledge), be able to do (skills) and value (values and attitudes) at different Key Stages of learning. To keep abreast of the latest developments in subject disciplines related to PSHE, needs of the Hong Kong society, the nation and the world as well as developmental needs of students (**Appendix 7, Section 2.2.1, p. 65**), it is proposed that the PSHE KLA curriculum framework published in 2002 be **updated** by incorporating the **key emphases for the curriculum renewal as important curriculum intentions**, which are to be achieved through diversified modes of curriculum organization and effective linkage of learning, teaching and assessment in schools. It will remain **open and flexible**, allowing schools and teachers to have autonomy and flexibility in adopting/adapting curriculum organisation modes most suited to the needs of their students and school conditions, while keeping pace with the changes in the Hong Kong society and around the world (**Appendix 7, Section 2.2.2, p. 65**). This openness and flexibility will contribute to schools' and teachers' sense of ownership of their curricula. **Appendix 2** presents a diagrammatic representation of the PSHE KLA curriculum framework with proposed updates.

### **2.2.2 Updating of sub-strands and perspectives for enquiries**

The six **strands** of the PSHE KLA are proposed to remain **unchanged** (**Appendix 7, Section 2.2.3, p. 65**). They enable students to understand people as both individuals and groups (Strands 1 and 6) in relation to time (Strand 2), space and the environment (Strand 4), as well as their place in the cultural and material world (Strands 3 and 5). The six strands and their sub-strands specify the major concepts and knowledge to be learned as well as the perspectives for enquiries. In this updating, the sub-strands of Strand 1 will remain the same, but re-arrangement of their order is proposed for better alignment with the sequencing of the content. For **Strands 2, 3, 4, 5 and 6, new sub-strands** are proposed to be added to accommodate content and new knowledge from disciplines relevant to the study of these strands. **Appendix 3** presents the proposed updates made to the description of the sub-strands and perspectives associated respectively with the six strands of the PSHE KLA.

### 2.2.3 Updating of core elements

The **core elements/essential content for learning** are intended to help schools plan and review their PSHE KLA curricula to ensure balanced provision of the relevant learning experiences to help students achieve the learning objectives for the six strands at Key Stages 1-3. Some **necessary updating** to the core elements is proposed:

- improving the existing descriptions of the core elements (e.g., by including new elements, updating the terminology, refining the use of words, etc.);
- consolidating existing descriptions to form integrated ones;
- using new descriptions to replace the less relevant or obsolete ones, to enrich the existing ones or to address the new sub-strands; and
- deleting less relevant or obsolete descriptions.

**Appendix 5** presents the proposed updates in the core elements/essential content for learning for the six strands at Key Stages 1-3.

### 2.2.4 Refinement of generic skills

The **nine generic skills** which were first introduced in 2001 are proposed to be **refined and updated** in terms of their intended learning outcomes for each Key Stage of learning and their annotations, in order to keep pace with the latest developments in recent research and changes in the Hong Kong society and around the world (**Appendix 7, Section 2.2.7, pp. 65-66**). Two directions for updating the generic skills are proposed. First, the nine generic skills are to be grouped around **three clusters**, namely Basic Skills, Thinking Skills, and Personal and Social Skills, to strengthen the connections among the generic skills. Second, some related generic skills are to be grouped to form **generic skills in an integrative approach** (e.g., Collaborative Problem Solving Skills, Holistic Thinking Skills) to strengthen the integrative understanding and application of these generic skills. Collaborative Problem Solving Skills involve the integrative use of Collaboration Skills, Communication Skills and Problem Solving Skills to solve problems, whereas Holistic Thinking Skills involve the integrative use of Critical Thinking skills, Creativity and Problem Solving Skills to deal with complex issues.

### 2.2.5 Promotion of positive values and attitudes development and their application

The PSHE KLA curriculum will continue to emphasize the importance of nurturing the development of positive **values and attitudes** in students (**Appendix 7, Section 2.2.8., p. 66**). This section will build on the content of the section with the same title

in the 2002 PSHE KLA Curriculum Guide, elaborating on learning environments and opportunities conducive to the development of positive values and attitudes in students (e.g., studies in the six strands, Basic Law education, cross-KLA learning activities, etc.). Two key points will be highlighted to guide schools in implementing values education: first, the **seven priority values and attitudes** and the school-based selection of priority values and attitudes will remain the emphases; and second, the development of students' abilities to **apply** the priority values and attitudes in different situations and to **reflect on** these values and attitudes in their decision-making processes will be emphasized.

### **Values Education**

Values education/cultivation of positive values and attitudes is an integral part of the school curriculum through different components in the KLAs/subjects, moral and civic education, cross-curricular learning opportunities and life-wide learning experiences.

According to the framework for moral and civic education provided by the Curriculum Development Council in 2008, seven priority values and attitudes, which reflect both Chinese and Western cultures/values and address students' and societal needs, were identified as of vital importance for students' whole-person development. They are perseverance, respect for others, responsibility, national identity, commitment, integrity and care for others.

Schools are recommended to implement values education and cultivate positive values and attitudes related to individual, family, society, the country and the world as well as values in accordance with the mission and contexts of their schools.

Schools should adopt a whole-school approach to curriculum planning that closely connects with the KLAs/subjects, and design relevant learning experiences for students to nurture their positive values and attitudes. In PSHE KLA, values education can be carried out through relevant topics and appropriate learning and teaching activities that help students apply and reflect on positive values and attitudes, or introducing different situations in which students are required to understand the issues from different perspectives, analyse them in a rational and objective manner, and adopt positive values and attitudes as the guiding principles to make judgment and decisions.

## **2.2.6 Enhancement of the learning of Chinese history and culture and Basic Law education**

There will be **two important emphases** in the PSHE KLA curriculum. First, the PSHE KLA curriculum will continue to emphasize the **enhancement of the learning of Chinese history and culture** (Appendix 7, Section 2.2.5, p. 65). The content in this section is proposed to remain unchanged. Second, a new section on **promoting Basic Law education** (Appendix 7, Section 2.2.6, p. 65) is proposed to enhance students' empathetic understanding of the historical background and the principle of "one country, two systems", basic ideas of the Basic Law and the underlying rationale of the selected articles of the Basic Law.

On modes of curriculum organisation as well as allocation of curriculum time to PSHE subjects, please refer to **Section 2.5.2 (Brief, pp. 21-23)**. On collaboration among PSHE subjects and with other KLAs, please refer to **Section 2.5.2 (Brief, p. 22)** for an exemplar on cross-curricular studies to promote national understanding in students; as well as **Section 2.1.4 (Brief, p. 14)** on cross-KLA collaboration to support STEM education in PSHE KLA.

## **2.3 Pedagogies (including e-learning)**

### **2.3.1 Updating the guiding principles for pedagogical design**

**Necessary updating** is proposed to be made to the **guiding principles for pedagogical design**, with the intention of helping schools and teachers to translate the key emphases for the curriculum renewal into learning and teaching practices (Appendix 7, Section 4.1, p. 68). The updated guiding principles for pedagogical design proposed will emphasize the importance of **keeping abreast of the changes** in the subject disciplines and pedagogical practices (in particular e-learning as a prominent pedagogical innovation to promote student learning in the information age), needs of society and developmental needs of students; choosing learning and teaching strategies that best **match the expected learning outcomes and students' ability levels and learning needs**; capitalising on **teachers' expertise** in lesson planning and delivery; and **catering for learner diversity**.

### **2.3.2 Advancing pedagogical changes to enhance learning and teaching**

We will continue to emphasise the importance of enquiry learning, project learning and life-wide learning as approaches to learning and teaching in the PSHE KLA. **Two new sections** are proposed to be added. First, **Section 4.2 in Appendix 7 (pp. 68-69)**

will focus on the **strategies to implement the key emphases for the curriculum renewal in learning and teaching practices** in the PSHE KLA. This section will build on the content of the section entitled “Approaches to Learning and Teaching” in the 2002 PSHE KLA Curriculum Guide. Supported by illustrative exemplars, the original content will be re-focused and re-organised to highlight the inter-connections among the key emphases and how, with careful planning, single learning activities can effectively address these different key emphases (including humanistic qualities, entrepreneurial spirit, generic skills, promotion of national understanding and e-learning). Second, **Section 4.3 in Appendix 7 (pp. 69-70)** will focus on **ways to advance pedagogical changes to enhance learning and teaching** in the PSHE KLA. Suggestions on learner support will be provided, which include: first, provision of support for subject-specific language development in students to **strengthen their subject-specific reading and writing skills** so as to promote their learning in the PSHE KLA; and second, **adoption of a wide repertoire of learning and teaching approaches** (including the issue-based enquiry approach) to provide a variety of learning opportunities for students.

### **2.3.3 Catering for learner diversity**

The PSHE KLA curriculum will continue to emphasize the importance of **catering for learner diversity** (**Appendix 7, Section 4.4, p. 70**). This section will build on the content of the section entitled “Catering for Student Diversity” in the 2002 PSHE KLA Curriculum Guide. The original content will be extended to provide two main focuses: first, highlighting the **diversity of student characteristics** commonly found in the PSHE KLA; and second, suggesting the **adoption of a wide variety of pedagogical strategies** (including differentiated instruction and flipped classroom) to cater for learner diversity.

## **2.4 Assessment**

### **2.4.1 Updating of the guiding principles for assessment design**

The emerging global trends of assessment and assessment-related issues in Hong Kong that have been identified in the Short-term Review and Medium-term Review provide the background for introducing changes in assessment. **Necessary updating** is proposed to be made to the **guiding principles** for designing assessment practices in schools to reflect the key emphases for the curriculum renewal. The updating will put renewed emphasis on the importance of providing **timely and quality feedback, engaging students in assessment, viewing assessment as an integral part of learning and teaching, and aligning assessment practices** at junior and senior secondary levels (**Appendix 7, Section 5.1, p. 71**).

#### **2.4.2 Assessment of the key emphases for the ongoing curriculum renewal and e-assessment**

While the PSHE KLA curriculum will continue to emphasize the need to employ a diversity of **assessment modes** (including tests and examinations, self-assessment and peer-assessment, project work, assignments, and values and attitude assessment) to serve different assessment purposes, **two new emphases** are proposed to be added, namely **how to assess the key emphases for the curriculum renewal** and **how to implement e-assessment** in schools in response to the Fourth Strategy on Information Technology in Education (ITE4) (**Appendix 7, Section 5.2, pp. 71-72**).

#### **2.4.3 Guiding principles for internal and external assessment**

**Two new sections** are proposed to be added, one for internal and one for external assessment. First, the new section on **internal assessment** will set out the guiding principles of internal assessment for mainstream students, gifted students and students with special education needs. It will also elaborate on the development of a holistic assessment framework for the whole school in the PSHE KLA (**Appendix 7, Section 5.3, pp. 72-73**). In addition, the original content on formative assessment and summative assessment in the 2002 PSHE KLA Curriculum Guide will be extended to include a discussion on the interrelationships between “assessment of learning”, “assessment for learning” and “assessment as learning” and how the **formative use of summative assessment** can be a useful tool for improving student learning (**Appendix 7, Section 5.3, pp. 72-73**). Second, the new section on **external assessment** will focus on the changes brought by the implementation of the new public examination measures and how schools should prepare students for public examinations (**Appendix 7, Section 5.4, pp. 73-74**).

**Appendix 7** shows a comparison table highlighting the major changes in the updated PSHE KLA Curriculum Guide in relation to the 2002 version.

### **2.5 Curriculum planning and management**

The PSHE KLA will continue to emphasize the importance of providing a curriculum with a **balanced coverage** of the different perspectives offered by the studies of the six strands, with the aim of contributing to students’ whole-person development. To help schools and teachers plan and manage their PSHE KLA curriculum/PSHE subject curricula, updating is proposed to be made to two areas, namely curriculum planning and management and guiding principles for curriculum adaptation/school-based curriculum planning.

### **2.5.1 The five-stage cycle of curriculum planning**

Building on the discussion on the **five stages of whole-school curriculum planning** in the *Secondary Education Curriculum Guide* (forthcoming), this model will be adapted for use in the PSHE KLA curriculum planning, with the intention of offering to schools and teachers one way of going about planning their school-based curriculum at KLA/subject level (**Appendix 7, Section 3.2, pp. 66-67**). Each of the five stages of curriculum planning (i.e., (1) Context analysis; (2) Curriculum planning and resources deployment; (3) Implementing the curriculum; (4) Continuous monitoring; and (5) Review and evaluation) will be described in detail, with examples illustrating how the five stages can be applied in planning the PSHE KLA curriculum or PSHE subject curricula in schools to achieve the objectives of the key emphases for the curriculum renewal.

### **2.5.2 Guiding principles for school-based curriculum planning**

The content related to the principles for school-based curriculum development which appeared in the 2002 PSHE KLA Curriculum Guide will be expanded to include a new section on the **guiding principles for curriculum adaptation/school-based curriculum planning** (**Appendix 7, Section 3.3, p. 67**). A total of 10 guiding principles will be highlighted. Among them, two principles, namely “**adopting the key emphases for the curriculum renewal in an integrative manner**” and “**strengthening e-learning**”, will bear most direct relevance to what have been proposed in the curriculum renewal.

When planning and managing the PSHE KLA curriculum or PSHE subject curricula in schools, maximum attention is proposed to be placed on the following areas:

- interfacing between different Key Stages of learning (**Appendix 7, Sections 2.3.1, 2.3.2, 3.3 and 3.4, pp. 66-68**)
  - Attention to the interfacing between different Key Stages of learning will ensure that students have acquired the knowledge, skills and values and attitudes essential for advancement to a next higher level of learning, in particular from upper primary to junior secondary and from junior secondary to senior secondary. Ensuring a smooth progression throughout the different Key Stages of learning is most beneficial to student learning and development.



- interfacing with other KLAs (**Appendix 7, Section 3.3, p. 67**)
  - Students' learning experiences can be significantly enriched and deepened in studies of an integrative nature which require them to draw on knowledge, skills and values and attitudes acquired from learning in different KLAs. Such integrative learning activities will bring forth consolidated teacher efforts and contribute to the attainment of learning objectives in all the participating KLAs. For example, to help students understand the different aspects of the Belt and Road Initiative (such as the histories and cultures of participating countries and regions, the economic and political situations in the global context, economic development in different regions of China, the strengths and potentials of HKSAR, as well as the mechanisms and areas of collaboration), cross-curricular studies at junior secondary level can be structured to guide students to connect relevant learning elements from different subjects such as Chinese History, History, Geography, Life and Society and/or Religious Studies.
- links between knowledge, skills and values and attitudes (**Appendix 7, Section 2.2.9, p. 66**)
  - The learning objectives of the six strands specify what students are expected to learn in the PSHE KLA in terms of knowledge, skills and values and attitudes. At both curriculum planning and instructional levels, the links between these components should be emphasized to help students achieve the learning objectives of the PSHE KLA and contribute to their whole-person development.
- different modes of curriculum organisation (**Appendix 7, Section 2.3, p. 66**)
  - The open and flexible nature of the PSHE KLA curriculum framework allows schools to adopt different modes of curriculum organisation to attain the requirements of the curriculum. Different modes of curriculum organisation (i.e., independent subject mode, integrated curriculum mode and mix mode) in the PSHE KLA have been suggested. Schools should adopt curriculum organisation modes that are most responsive to students' needs and the school conditions in order to bring forth effective student learning.
  - In particular, schools are recommended to conduct an audit of their junior secondary PSHE KLA curricula to ensure they have fulfilled all the basic curriculum requirements and that students receive the same entitlement in terms of equality of learning opportunities. For this purpose, a sample checklist will be proposed for schools' adoption/adaptation.

- allocation of curriculum time (**Appendix 7, Sections 1.24 and 3.5, pp. 63 and 68**)
  - At the primary level, the suggested time allocation for General Studies is 12-15% of the total curriculum time. Schools can create curriculum space by spending about 80% of the allocated learning time on core elements and flexibly arranging the remaining 20% on other PSHE-related learning opportunities (e.g., introducing new learning elements, pursuing in-depth study of some PSHE topics in classroom settings or life-wide learning settings).
  - At the junior secondary level, the suggested time allocation for PSHE is 15-20% of the total curriculum time. The open and flexible curriculum framework of the PSHE KLA enables schools to adopt different modes of curriculum organisation to attain its learning objectives. Schools can make flexible use of the learning time by making alternative timetabling arrangements (e.g., offering two PSHE subjects in one term, each with four 40-minute periods per week, instead of offering four PSHE subjects throughout a school year, each with two 40-minute periods per week).
  - At the junior secondary level, regardless of the modes of curriculum organisation adopted for the PSHE curriculum, schools should devote 25% of the total curriculum time spent on PSHE (about two periods per week) to the learning and teaching of Chinese history and culture.
  - To facilitate effective articulation with various studies at senior secondary level, in particular Liberal Studies (S4-6) and other senior secondary PSHE subjects, as well as to strengthen personal, social and humanities education for science oriented students who are not taking PHSE subjects at senior secondary level, it is recommended that a wide range of PSHE-related learning experiences be provided at secondary level through, for example, class teacher periods, school assemblies and co-curricular activities, to increase students' exposure to different learning experiences and to develop their understanding and interest in the humanistic dimensions in their fields of study.

### **3. What are the supporting strategies?**

#### **3.1 Learning and teaching resources**

Quality learning and teaching resources can assist students to learn and support teachers in their role as facilitators (**Appendix 7, Section 6.1, p. 74**). With the coming of the information age, e-learning has become an important trend in the pedagogical development in education. Riding on this emerging trend of developing e-learning in schools, suggestions on using learning and teaching resources to support student learning in the PSHE KLA will focus on the following areas: the use of e-resources (**Appendix 7, Section 6.2, pp. 74**); the use of the school library and other resources (including human resources and community resources), in particular to support self-directed learning (**Appendix 7, Section 6.2.2, p. 75**); and the management of school and community resources in the digital era (**Appendix 7, Section 6.3, p. 75**).

#### **3.2 Professional development of curriculum leaders and teachers**

Professional development for curriculum leaders and teachers is an important strategy to develop school capacity for change through increasing the competence of individual teachers. In recent years, a more expanded view of teacher learning has been advanced, focusing on the importance of teacher learning and acting in communities of practice. Development of a collaborative culture among teachers within and beyond schools is central to the development of these communities of practice. Within schools, teacher learning in communities of practice will take place when teachers plan school-based subject curricula and develop instructional plans and materials collaboratively in subject teams; or when teachers are supported to join government- or university-initiated school development projects, in which, supported by curriculum or subject specialists, they engage in curriculum development and curriculum resources development. Beyond schools, the development of extended professional networks among teachers across schools will encourage teachers to exchange views and experiences on learning and teaching.

#### **3.3 Building school capacity through partnerships with external organisations**

School capacity building means strengthening different kinds of school resources to enable the school to respond to new demands arising from change. Conventionally, parent involvement and community-linked social services obtained from the community have been viewed as valuable social resources for strengthening the

capacity for school improvement. An evolving thinking has been to view schools as integral parts of communities and that the coming together of schools and their communities around issues of student learning can provide important learning opportunities for students. For example:

- schools can network with other schools to offer senior secondary elective subjects to students;
- schools can join school-support projects initiated by local universities to benefit from external expertise;
- schools can collaborate with local universities to offer courses;
- schools can form partnership with business organisations to provide learning opportunities related to business practices in authentic situations; and
- schools can form partnerships with local universities to benefit from school-based consultancies provided by university curriculum or subject specialists.

## 4. Frequently Asked Questions

**Q 1: What is Learning to Learn 2.0?**

A 1: Learning to Learn 2.0 is the curriculum renewal of the Learning to Learn curriculum reform implemented since 2001 in response to the local and global contextual changes in economic, scientific, technological, social and political aspects. With a view to keeping our school education abreast of the times and maintaining the global competitiveness of our students, it is necessary for the Hong Kong school curriculum to embark on the next cycle of updating and renewal, which aims to deepen and sustain previous accomplishments and to focus on the possible areas for curriculum planning. Ongoing engagement of stakeholders through multiple channels has been conducted in setting the direction for the ongoing curriculum renewal.

**Q 2: Is Learning to Learn 2.0 another curriculum reform?**

A 2: No, Learning to Learn 2.0, an enhancement of the Learning to Learn curriculum reform launched more than a decade ago, is not another reform but a *continued learning journey* to excel in Hong Kong curriculum development. With learners' achievements and teachers' readiness, as well as positive experience gained over the past decade, schools are recommended to sustain the existing momentum of curriculum reform in a more focused manner in promoting effective school-based curriculum development. In Learning to Learn 2.0, the curriculum remains learner-centred and continues to focus on improving the process and outcome of student learning.

**Q 3: How do the key emphases proposed for the ongoing renewal of the school curriculum capitalise on the strengths in the implementation of the PSHE KLA curriculum in the past decade?**

A 3: The implementation of the PSHE KLA curriculum in the past decade along the directions of the Learning to Learn curriculum reform has made notable achievements in the areas of curriculum organisation, curriculum leadership, school culture, learning and teaching and student engagement<sup>2</sup>. These positive impacts and experiences have laid important groundwork for

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<sup>2</sup> Based on findings from the PSHE KLA Review Study (2011), curriculum development visits and focus group interviews with teachers conducted by Curriculum Development Institute, and reports from the Quality Assurance Section.

further improvement of the school curriculum, which could be achieved through the enactment of the key emphases proposed for the curriculum renewal. For example, schools and teachers could build on students' broadened knowledge base and independent learning capacities to strengthen the nurturing of their humanistic qualities and entrepreneurial spirit. In addition, knowledge, skills and experiences in curriculum development accumulated by teachers over the years could be capitalised on to enhance school-based curriculum development work in response to the key emphases.

**Q 4: As many schools have been promoting qualities similar to humanistic qualities in the PSHE KLA, why is it necessary to highlight humanistic qualities as one of the focuses in the direction for curriculum development of the PSHE KLA?**

A 4: In this second decade of the 21st century, changes are taking place at all levels at an unprecedented pace, local, national and global. Political, economic, social, cultural, technological and environmental matrixes are rapidly evolving towards new stages. It is widely believed that prevalent values and interests will become increasingly pluralistic. Pressure on the individual beings is high. Students are facing a world much more complex than ever before. In view of this, it is imperative to highlight humanistic qualities as one of the focuses in the direction for curriculum development of the PSHE KLA.

**Q 5: Why is entrepreneurial spirit included in the direction for curriculum development of the PSHE KLA?**

A 5: The PSHE KLA curriculum has been nurturing the qualities of entrepreneurial spirit in students, which include taking initiatives and responsibilities, upholding resilience, working autonomously and collaboratively, and thinking critically and creatively.

In the 21st century, the world is moving in waves of changing demands and uncertainties. Globalization and technical advances, the digital revolution in particular, have drastically transformed the economic landscape. In the coming decades, our society needs school graduates who possess Innovativeness, Creativity and Entrepreneurship (ICE), which will enable them to conceive new and better ideas and turn ideas into actions. To enable our students to navigate their way through these changes, it is

recommended that schools should further strengthen students' qualities of entrepreneurial spirit, especially qualities such as taking calculated risks, preparing for possible failure and seizing the best of the opportunities ahead.

**Q 6: How can objectivity and neutrality be maintained in the promotion of Basic Law education?**

A 6: The Basic Law is the constitutional document for the HKSAR and our young people's understanding of the importance of the Basic Law is essential to their present and future. The EDB has always attached great importance to the promotion of the Basic Law as a regular and on-going task, to ensure that Basic Law education will proceed along with the times. In EDB's production of curriculum support materials and professional development programmes for teachers on Basic Law education, objectivity and neutrality have always been maintained when presenting facts and knowledge, for example, by introducing heterogeneous viewpoints on controversial issues, and at the same time, taking into account the level of students and the curriculum space. With EDB's promotion of students' self-directed learning and the Fourth Strategy on IT in Education, schools will find greater flexibility and dexterity in promoting Basic Law education using strategies most suited to their own contexts and curriculum development needs, without losing sight of objectivity and neutrality.

**Q 7: Why are leadership skills, decision making skills and other 21st century skills not mentioned in the updating exercise?**

A 7: The skills for goal setting, taking initiative, collaborating in groups and decision making have been embedded in the nine generic skills (such as Self-management Skills) and the two integrative generic skills (Collaborative Problem Solving and Holistic Thinking). Most of the 21st century skills, such as IT Skills, Critical Thinking Skills, Creativity, Problem Solving Skills and Communication Skills have been covered in our framework. Career Skills and Employability Skills are understood as specific skills and will be developed in programmes related to Life Planning Education, Other Learning Experiences and Life-wide Learning.

**Q 8: How will teachers in the PSHE KLA be supported in implementing the key emphases for the curriculum renewal?**

A 8: Communication and dissemination strategies will be devised to facilitate the access to information by teachers. Professional capacity of teachers in different positions will be enhanced through professional development programmes and the production and dissemination of relevant curriculum support materials. Based on existing strengths, the development of PSHE KLA learning communities both within and beyond the school level will be supported to facilitate the exchanges of ideas and experiences and sharing of responsibility for advancing learning and teaching. Collaboration with different sectors in the community around issues of student learning will also be supported as a strategy to strengthen resources available to teachers so as to enable them to respond to new demands arising from the changes.



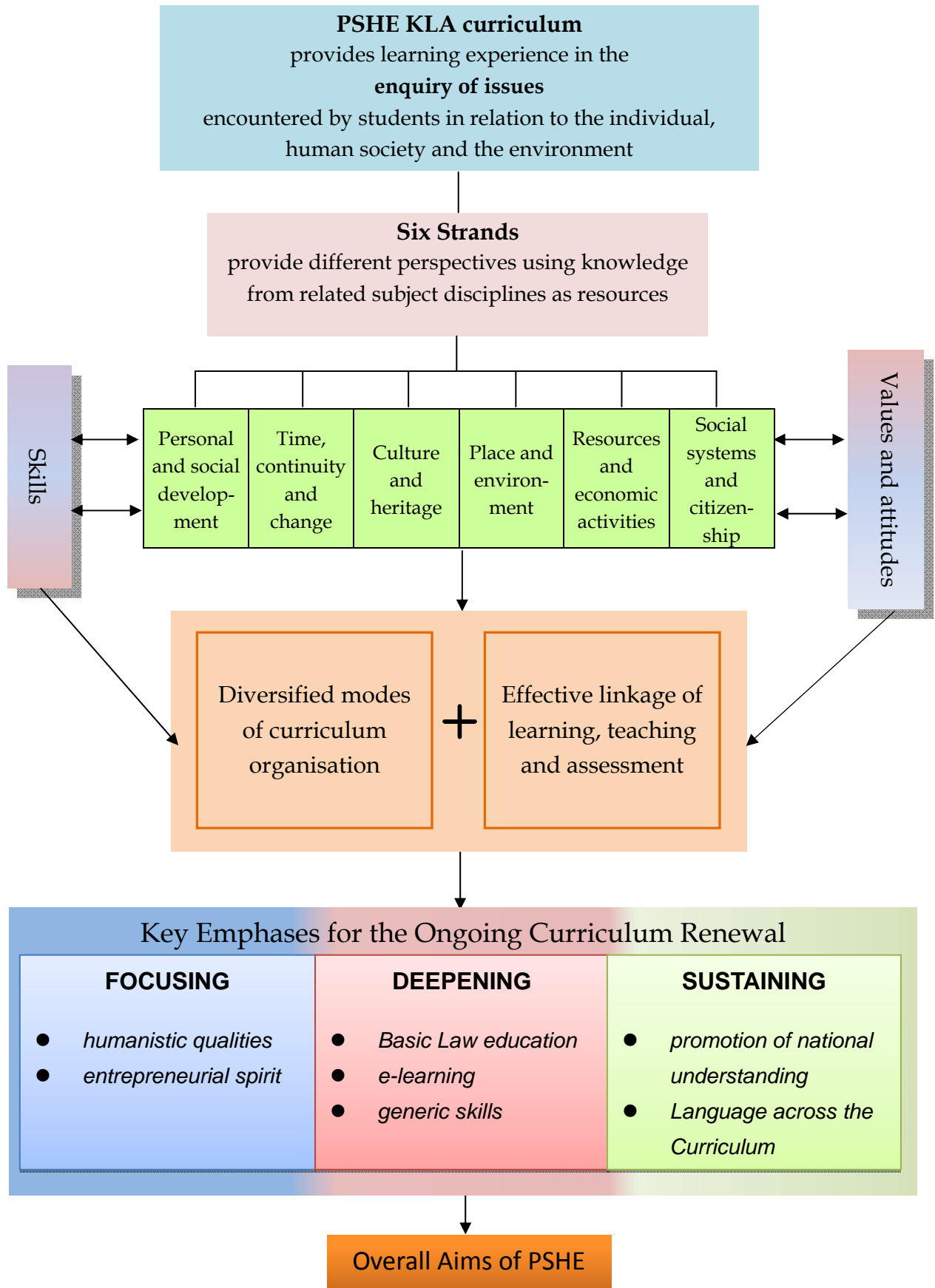
## Appendix 1: The seven learning goals of primary education

The seven learning goals which students are expected to achieve upon completion of primary education as listed in the *Basic Education Curriculum Guide – To Sustain, Deepen and Focus on Learning to Learn (Primary 1-6) (BECG) (2014)* are provided in the following table for reference.

The Seven Learning Goals in BECG (Primary 1-6)	Details
1. Responsibility	<ul style="list-style-type: none"><li>• Know how to distinguish right from wrong, fulfil their duties as members in the family, society and the nation, and show acceptance and tolerance towards pluralistic values;</li></ul>
2. National Identity	<ul style="list-style-type: none"><li>• Understand their national identity and be concerned about society, the nation and the world, and to fulfil their role as a responsible citizen</li></ul>
3. Habit of Reading	<ul style="list-style-type: none"><li>• Develop an interest in reading extensively and cultivate a habit of reading</li></ul>
4. Language Skills	<ul style="list-style-type: none"><li>• Actively communicate with others in English and Chinese (including Putonghua);</li></ul>
5. Learning Skills	<ul style="list-style-type: none"><li>• Develop independent learning skills, especially self-management skills and collaboration skills</li></ul>
6. Breath of Knowledge	<ul style="list-style-type: none"><li>• Master the basics of the eight Key Learning Areas to prepare for studying in secondary schools</li></ul>
7. Healthy Lifestyle	<ul style="list-style-type: none"><li>• Lead a healthy lifestyle and develop an interest in aesthetic and physical activities and an ability to appreciate these activities</li></ul>

Source: *BECG* (2014) <https://cd.edb.gov.hk/becg/english/chapter1.html#s1.7>

**Appendix 2: Diagrammatic representation of the PSHE KLA curriculum framework with proposed updates**



**Appendix 3: Proposed updates made to the description of the sub-strands and perspectives associated respectively with the six strands of the PSHE KLA**

(Note: Changes are highlighted in *blue italics* and deletions are indicated by strikethrough lines.)

Strands	Sub-strands	Perspectives
1. Personal and Social Development	<ul style="list-style-type: none"> <li>• Self-esteem</li> <li>• Healthy lifestyles</li> <li>• Sexuality <i>issues</i></li> <li>• Self-management</li> <li>• Human relationships</li> </ul>	<p>People as individuals and social beings</p> <p><del>(This strand integrates content and knowledge from personal and Social Education, Health Education, Civic Education and Ethics and Religious Education)</del></p>
2. Time, Continuity and Change	<ul style="list-style-type: none"> <li>• Time and chronology</li> <li>• <del>Understanding the past</del></li> <li>• <i>Cause and effect</i></li> <li>• Change and continuity</li> <li>• <i>Historical significance</i></li> <li>• Historical interpretations</li> </ul>	<p>People in relation to time</p> <p><del>(This strand integrates content and knowledge mainly from History Education, and also from Geography Education, Civic Education and Ethics and Religious Education)</del></p>
3. Culture and Heritage	<ul style="list-style-type: none"> <li>• Foundations <i>and characteristics</i> of culture</li> <li>• Customs and traditions</li> <li>• Challenges, <i>conflicts</i> and repercussions <del>in</del> <i>of</i> the modern world</li> <li>• Cultural <i>globalization</i>, diversity and interaction</li> </ul>	<p>People in the cultural world</p> <p><del>(This strand integrates content and knowledge from History Education, Geography Education, Ethics and Religious and Cultural Studies)</del></p>
4. Place and Environment	<ul style="list-style-type: none"> <li>• <del>Natural and human-features of a place</del></li> </ul>	<p>People in relation to space and the environment</p>

Strands	Sub-strands	Perspectives
	<ul style="list-style-type: none"> <li>• <i>Nature of places and environments</i></li> <li>• <del>Spatial association and interaction</del></li> <li>• <i>Patterns and processes</i></li> <li>• People-environment interrelationships</li> <li>• Conservation and sustainable development</li> </ul>	<p>(This strand integrates content and knowledge from geography- Education, Environmental Education, Economics Education and also History Education)</p>
5. Resources and Economic Activities	<ul style="list-style-type: none"> <li>• Use of resources</li> <li>• Production and consumption</li> <li>• <del>People and work</del></li> <li>• <del>Exchange</del></li> <li>• <i>Role of government in an economy</i></li> <li>• <i>Interdependence of economies</i></li> </ul>	<p>People in relation to the material world</p> <p>(This strand integrates content and knowledge from Economics Education, Geography Education and Careers Education)</p>
6. Social Systems and Citizenship	<ul style="list-style-type: none"> <li>• Rights, responsibilities and social virtues <i>values</i></li> <li>• Social norms, rules and law</li> <li>• Local, national and global identities</li> <li>• Social system, political system and interaction</li> </ul>	<p>People as groups</p> <p>(This strand integrates content and knowledge from Civic Education, Political Education and Ethics and Religious Education)</p>

## Appendix 4: Proposed updates in the proposed list of learning objectives\* for the six strands at Key Stages 1-3

\* The learning objectives of Strands 2 and 3 will be updated in 2016.

(Note: Changes are highlighted in *blue italics* and deletions are indicated by strikethrough lines.)

### PSHE LEARNING OBJECTIVES -- KEY STAGE ONE

Strand 1	Strand 2	Strand 3	Strand 4	Strand 5	Strand 6
<b>Personal &amp; Social Development</b> <ul style="list-style-type: none"> <li>Self-esteem</li> <li>Self-management</li> <li>Healthy lifestyles</li> <li>Human relationships</li> <li>Sexuality <i>issues</i></li> </ul>	<b>Time, Continuity &amp; Change</b> <ul style="list-style-type: none"> <li>Time and chronology</li> <li><del>Understanding the past</del></li> <li><i>Cause and effect</i></li> <li>Change and continuity</li> <li><i>Historical Significance</i></li> <li>Historical interpretations</li> </ul>	<b>Culture &amp; Heritage</b> <ul style="list-style-type: none"> <li>Foundations <i>and characteristics</i> of culture</li> <li>Customs and traditions</li> <li>Challenges, <i>conflicts</i> and repercussions <i>in</i> of the modern world</li> <li>Cultural <i>globalization</i>, diversity &amp; interaction</li> </ul>	<b>Place &amp; Environment</b> <ul style="list-style-type: none"> <li><del>Natural &amp; human features of a place</del></li> <li><i>Nature of places and environments</i></li> <li><del>Spatial association and interaction</del></li> <li><i>Patterns and processes</i></li> <li>People-environment interrelationships</li> <li>Conservation and sustainable development</li> </ul>	<b>Resources &amp; Economic Activities</b> <ul style="list-style-type: none"> <li>Use of resources</li> <li>Production and consumption</li> <li><del>People and work</del></li> <li><del>Exchange</del></li> <li><i>Role of government in an economy</i></li> <li><i>Interdependence of economies</i></li> </ul>	<b>Social Systems &amp; Citizenship</b> <ul style="list-style-type: none"> <li>Rights, responsibilities and social <del>virtues</del> <i>values</i></li> <li>Social norms, rules and law</li> <li>Local, national and global identities</li> <li>Social system, political system and interaction</li> </ul>
<i>Knowledge and understanding</i> 1. to identify the different stages of human growth and development <i>and to understand there are individual differences in growth and development</i> 2. <i>to understand the harm of drug abuse</i>	<i>Knowledge and understanding</i> 1. to know the difference between time and chronology 2. to know that changes have taken place in the local community in different periods of time	<i>Knowledge and understanding</i> 1. <i>to understand that the local <del>know about</del> different groups and communities <del>is made up of people of different cultures</del></i> 2. to know the <i>characteristics of Chinese people and the important customs, traditions and features of Chinese culture</i>	<i>Knowledge and understanding</i> 1. to know the characteristic features <i>in their of our</i> immediate <del>living</del> environment and <del>neighbouring areas</del> 2. to understand <del>the arrangement of how</del> natural and human features <i>in a place and describe how the arrangement varies in</i>	<i>Knowledge and understanding</i> 1. to know that goods and services produced for our consumption are insufficient to satisfy all our wants 2. to understand that people manage the use of resources in different ways 3. to understand that people work to get	<i>Knowledge and understanding</i> 1. to identify one's role, <i>rights and responsibilities</i> in different social groups <del>and to identify some of the rights and responsibilities one has within the groups</del> 2. to know <del>that there are differences among</del> people <del>and the need to</del> <i>the importance of</i>

Strand 1	Strand 2	Strand 3	Strand 4	Strand 5	Strand 6
<p>3. to know the importance <del>and ways</del> of maintaining <del>personal and environmental</del> hygiene and safety <del>and ways to achieve these in personal and environmental perspectives</del></p> <p>4. to understand one's own interests, and that one's own emotions and behaviours may influence oneself as well as others (e.g. in situations where personal wants are not satisfied )</p> <p>5. to understand <del>one's role within</del> the importance of family and peer groups <del>to an individual</del> and the importance of living in responsible ways to reflect a loving regard for all life</p> <p>Skills</p> <p>1. to exercise self-discipline self-management in managing one's personal hygiene, emotion and safety and emotions in daily life situations</p>	<p>3. to <del>know</del> recognize some important people and events that have had a significant impact <del>in the on our national history of the country and the nation</del></p> <p>Skills</p> <p>1. to identify the order of events and their chronological sequence</p> <p>2. to identify significant events in our national history and match them with the stories of important historical figures</p> <p>3. to be able to make use of broad categories of time, know and apply broad categories of time (e.g. past, present and the future, days, weeks, months and years) <del>and apply them to describe events in the family, the school and the community</del></p>	<p>3. to know the characteristics understand the customs of people of different cultures and the ways in which people of different <del>within their</del> cultural groups and other cultural groups interact</p> <p>Skills</p> <p>1. to identify diverse customs, practices and traditions in the local community</p> <p>2. <del>to differentiate between the characteristics of traditional and modern cultures</del></p> <p>2. to identify the major features of the Chinese culture of the local community</p> <p>3. <del>to associate the features of the culture of the local community with those manifested in other parts of China</del></p> <p>3. to observe how people perceive other cultural groupings</p>	<p><del>different places are located in our environment</del></p> <p>3. to understand how local human activities may affect and are affected by the natural environment</p> <p>Skills</p> <p>1. to make careful observation of our surroundings</p> <p>2. to identify <del>and locate</del> features on maps and photographs</p> <p>3. to draw pictorial maps to illustrate key features of their surroundings</p> <p>Values and attitudes</p> <p>1. to develop an interest in peoples and their ways of life in different places of the world and a show respect for them</p> <p>2. to appreciate the wonder of nature show concern and readiness to take action in caring for and show interest in exploring improving the environment</p>	<p>income and that there are different types of work</p> <p>4. to identify public facilities and services provided by the Government</p> <p>5. to know that people meet their needs <del>by</del> through exchanging goods and services produced in the local community or imported from other parts of the world</p> <p>Skills</p> <p>1. to practise planning one's use of resources time and money</p> <p>2. to make effective use of community services and facilities</p> <p>Values and attitudes</p> <p>1. to show concern for using scarce resources and use them carefully and more efficiently for the betterment of oneself and one's family</p>	<p>respecting the rights of others</p> <p>3. to have basic knowledge about the principle of "one country, two systems" and some basic ideas of the Basic Law</p> <p>4. to know the importance of the Basic Law, rules and regulations <del>in the community, and the importance of the Basic Law</del> to the life of residents of the HKSAR ("Hong Kong residents")</p> <p>5. to identify recognise local and national symbols</p> <p>6. to identify some know the characteristics of community services and facilities <del>provided by the government</del></p> <p>7. to know some significant and interesting current affairs at local and national levels</p> <p>Skills</p> <p>1. to acquire the skills necessary for participating in a group</p>

Strand 1	Strand 2	Strand 3	Strand 4	Strand 5	Strand 6
<p>2. <i>to use appropriate verbal and non-verbal ways to express oneself</i></p> <p>3. <i>to practise planning in one's use of time and money</i></p> <p>4. <i>to use the support and advice from adults to make personal decisions related to health issues</i></p> <p><i>Values and attitudes</i></p> <p>1. <i>to treasure life and make efforts to preserve health</i></p> <p>2. <i>to be positive towards living and eating habits in achieving a healthy balanced lifestyle in diet, physical exercise, work and rest</i></p> <p>3. <i>to accept changes that occur as one grows and individual differences in growth and development</i></p> <p>4. <i>to treasure harmonious relationships with family members, peers and others around</i></p>	<p><i>Values and attitudes</i></p> <p>1. <i>to develop a concern for the changes and development of the local community and the our country</i></p> <p>2. <i>to appreciate the contributions made by people in the past to the local community, country and nation</i></p> <p>3. <i>to develop a sense of belonging to the local community, country and nation</i></p> <p>4. <i>to appreciate and respect the wide range of human experiences and perspectives</i></p>	<p><i>Values and attitudes</i></p> <p>1. <del>to develop an appreciation for</del> <i>respect the long history and appreciate the unique features of the Chinese culture and an interest to find out more and values</i></p> <p>2. <del>to appreciate local heritage and the importance of conservation of these cultural heritages</del></p> <p>2. <i>to be aware of and identify with Chinese culture</i></p> <p>3. <i>to appreciate that old and new as well as different cultures co-exist in the local community</i></p> <p>4. <del>to respect the living patterns and cultural activities of people of different cultures, at groups traditions, religions, customs, values and ways of life</del></p>		<p>2. <i>to appreciate the efforts and contributions of people who work to meet our needs and maintain a harmonious community</i></p>	<p>2. <i>to identify behaviours that one should practise in order to be a responsible and participative citizens</i></p> <p>3. <i>to observe and exercise one's rights and responsibilities appropriately and make good use of community services and facilities</i></p> <p><i>Values and attitudes</i></p> <p>1. <i>to show respect for the rights of others</i></p> <p>2. <i>to develop virtues, e.g. honesty, integrity and a sense of local and national identities</i></p> <p>3. <i>to appreciate the need for fair rules and regulations and be willing to observe rules and regulations them</i></p>

PSHE LEARNING OBJECTIVES -- KEY STAGE TWO

Strand 1	Strand 2	Strand 3	Strand 4	Strand 5	Strand 6
<p><b>Personal &amp; Social Development</b></p> <ul style="list-style-type: none"> <li>• Self-esteem</li> <li>• Self-management</li> <li>• Healthy lifestyles</li> <li>• Human relationships</li> <li>• Sexuality <i>issues</i></li> </ul>	<p><b>Time, Continuity &amp; Change</b></p> <ul style="list-style-type: none"> <li>• Time and chronology</li> <li>• <del>Understanding the past</del></li> <li>• <i>Cause and effect</i></li> <li>• Change and continuity</li> <li>• <i>Historical Significance</i></li> <li>• Historical interpretations</li> </ul>	<p><b>Culture &amp; Heritage</b></p> <ul style="list-style-type: none"> <li>• Foundations <i>and characteristics</i> of culture</li> <li>• Customs and traditions</li> <li>• Challenges, <i>conflicts</i> and repercussions <i>in of</i> the modern world</li> <li>• Cultural <i>globalization</i>, diversity &amp; interaction</li> </ul>	<p><b>Place &amp; Environment</b></p> <ul style="list-style-type: none"> <li>• <del>Natural &amp; human features of a place</del></li> <li>• <i>Nature of places and environments</i></li> <li>• <del>Spatial association and interaction</del></li> <li>• <i>Patterns and processes</i></li> <li>• People-environment interrelationships</li> <li>• Conservation and sustainable development</li> </ul>	<p><b>Resources &amp; Economic Activities</b></p> <ul style="list-style-type: none"> <li>• Use of resources</li> <li>• Production and consumption</li> <li>• <del>People and work</del></li> <li>• <del>Exchange</del></li> <li>• <i>Role of government in an economy</i></li> <li>• <i>Interdependence of economies</i></li> </ul>	<p><b>Social Systems &amp; Citizenship</b></p> <ul style="list-style-type: none"> <li>• Rights, responsibilities and social <del>virtues</del> <i>values</i></li> <li>• Social norms, rules and law</li> <li>• Local, national and global identities</li> <li>• Social system, political system and interaction</li> </ul>
<p><i>Knowledge and understanding</i></p> <ol style="list-style-type: none"> <li>1. to know the physical and emotional changes which occur at puberty and the ways to cope with these changes</li> <li>2. to know the factors affecting one's health and safety <del>and ways to maintain health and manage risks</del> <i>the destructive impacts of drug abuse to health, family and society</i></li> <li>3. <i>to know ways of reducing risks and maintaining health at personal and community levels</i></li> </ol>	<p><i>Knowledge and understanding</i></p> <ol style="list-style-type: none"> <li>1. to identify the causes and impacts of continuity and change in different aspects of the local community</li> <li>2. to understand that significant historical figures, events and viewpoints have influenced our nation in different periods of time</li> <li>3. to understand the <del>inter relationship between change and continuity in major</del> <i>interdependence of</i></li> </ol>	<p><i>Knowledge and understanding</i></p> <ol style="list-style-type: none"> <li>1. <i>to understand the importance of harmony among members in different communities</i></li> <li>2. to understand the <i>major characteristics of ancient Chinese civilization and the uniqueness of Chinese culture</i></li> <li>3. to understand the influences of Chinese culture <del>and other cultures</del> on the life of the local community</li> <li>4. <del>to understand the ways adopted by individuals and groups to pass on</del></li> </ol>	<p><i>Knowledge and understanding</i></p> <ol style="list-style-type: none"> <li>1. to <del>know that</del> <i>describe and explain the different natural physical and human processes shape the characteristics of a different places</i></li> <li>2. to <del>be aware of</del> <i>recognise the patterns (e.g. climatic zones) and networks that have emerged in the major regions of the world created by individual physical and human features</i></li> </ol>	<p><i>Knowledge and understanding</i></p> <ol style="list-style-type: none"> <li>1. to understand that the use of scarce resources involves choice and cost</li> <li>2. <i>to know the ways of making rational consumer decisions</i></li> <li>3. to know the factors affecting production and consumption in <del>Hong Kong</del> <i>the local community</i></li> <li>4. <i>to understand the measures taken by the Government in promoting economic development</i></li> </ol>	<p><i>Knowledge and understanding</i></p> <ol style="list-style-type: none"> <li>1. <del>to identify the norms within the groups that one is engaged with, and to understand the important effects these norms exert in our daily life</del></li> <li>1. <i>to know the constitutional background and development of the Basic Law and to have basic understanding of the relationship between the Central Authorities and the HKSAR</i></li> </ol>



Strand 1	Strand 2	Strand 3	Strand 4	Strand 5	Strand 6
<p>4. to understand one's own needs, aspirations and strengths and the ways to address one's weaknesses</p> <p><del>4. to understand different types of relationships in the family and other social groups</del></p> <p>5. <i>to be aware that a person's actions may have positive or negative consequences on oneself and others</i></p> <p>Skills</p> <p>1. to be able to manage one's health as well as physical and emotional changes at puberty, <i>and practise a healthy lifestyle</i></p> <p>2. <i>to master the skills of rejecting and saying "NO" to temptations of unhealthy behaviours</i></p> <p>3. to communicate one's anxieties, excitements and queries with family members, peers and other adults <del>where appropriate</del>, <i>seek help from the elderly and professionals when necessary</i></p>	<p><i>different parts of the world through the study of significant-historical developments events</i></p> <p>Skills</p> <p>1. to use chronological terms (including years, decades, centuries, generations and millennia) correctly</p> <p>2. to collect and use historical information</p> <p>3. to identify different <del>points of view</del><i>points</i></p> <p>Values and attitudes</p> <p>1. to have an open mind and an objective attitude towards different views</p> <p>2. to develop a sense of responsibility to the local community, <del>the home</del> <i>our</i> country and nation through the understanding of national history</p>	<p><del>and sustain their culture and heritage</del></p> <p>4. <i>to know the ways that people of different cultures interact in the global system and how such interaction has developed over time</i></p> <p>Skills</p> <p>1. <i>to analyse the impact of different cultures on family, school and society</i></p> <p>2. to identify <del>and make use of different sources of information for finding out the major</del> characteristics of <i>ancient</i> Chinese culture <del>and those of others</del></p> <p>3. to develop extensive reading skills for the understanding of <del>the main virtues</del> <i>major features</i> of Chinese culture</p> <p>Values and attitudes</p> <p><del>1. to be open-minded towards cultural interaction</del></p>	<p>3. to understand how <del>human beings</del> <i>people</i> are affected by <del>the natural environment</del> and <del>how they</del> react to the limitations <i>imposed</i> by the natural environment</p> <p>Skills</p> <p>1. to draw sketches/maps and other graphical representations <i>based on field observation</i> to display information about places</p> <p>2. to identify patterns shown on maps and other graphical representations</p> <p>Values and attitudes</p> <p>1. to develop a concern for major local, national and global environmental issues <i>and to participate actively in conserving the environment</i></p>	<p>5. <del>to understand know the interdependence-benefits of trade to Hong Kong</del> <i>the local community and different parts of the world in trade</i></p> <p>Skills</p> <p>1. to make rational consumer decisions</p> <p>2. <i>to distinguish between fact and opinion in analysing information collected</i></p> <p>3. <i>to analyse some economic issues and suggest solutions to the problems</i></p> <p>Values and attitudes</p> <p>1. to have an awareness that economic decisions of the individual/family/<del>community</del> <i>society can</i> affect our lives as well as the environment</p> <p>2. to appreciate the contributions made by different sectors to Hong Kong economy</p>	<p>2. to <del>know</del> <i>understand</i> the rights and responsibilities of an individual and how they are protected by the Basic Law and the local legal system</p> <p>3. <i>to understand basic features of the political structure of the HKSAR</i></p> <p>4. to understand the functions of and <i>major</i> services provided by the <del>g</del>Government and local social institutions in response to the needs and interests of Hong Kong residents</p> <p>5. <i>to know the trend of our country's global engagement</i></p> <p>6. <i>to understand the importance of harmony among members in different communities around the world</i></p> <p>Skills</p> <p>1. to <i>identify different positions in social</i> <del>develop enquiry skills for the understanding of some community issues</del> <i>and to suggest</i></p>

Strand 1	Strand 2	Strand 3	Strand 4	Strand 5	Strand 6
<p>4. to enhance relationships with family members and peers while developing assertiveness skills</p> <p><i>Values and attitudes</i></p> <p>1. to respect and value life, <i>appreciate the uniqueness of individuals and respect their variations in strengths and weaknesses</i></p> <p>2. <i>to reject unhealthy behaviours and to show commitment in maintaining community health</i></p> <p>3. to <i>value one's own body and accept</i> appreciate individual differences in growth and development and be sensitive to the feelings and concerns of others <i>during puberty</i></p> <p>4. to accept responsibility for one's own actions <i>sexual feelings and reactions during puberty and show proper attitudes in dealing with them</i></p> <p>5. <i>to be sensitive and empathetic</i> to the feelings and concerns of others</p>	<p>3. <i>to appreciate the historical development of other communities that constitute the cultural profile of the world</i></p>	<p>1. to appreciate the <del>folklores of different communities and the meaning behind it</del> <i>respect the multi-cultures of the local community</i></p> <p>2. to develop a concern for conserving cultural heritage in the local community and our <del>home country</del> <i>nation</i></p> <p>3. <i>to develop a sense of belonging and responsibility to the local community, our country and nation through the understanding of our cultural heritage</i></p> <p>4. to appreciate the <del>development of technology and its impact on our everyday life</del> <i>existence of different cultures in the world and show acceptance of people of different cultures</i></p>	<p>2. to <del>participate actively in protecting</del> <i>show concern and readiness to take action in caring for and improving the environment</i></p>		<p><i>possible solutions as a basis for developing critical thinking skills, problem-solving skills and creativity</i></p> <p><del>2. to reflect on the balance between conformity to social norms and personal identity</del></p> <p>2. to reflect on the balance between one's rights and responsibilities in various settings through different channels</p> <p><i>Values and attitudes</i></p> <p>1. <i>to respect and be willing to observe the Basic Law, rules and law</i></p> <p>2. <i>to develop a concern for the changes and development of the local community and to be willing to contribute to the its collective interests of the community</i></p> <p>3. to show concern for <i>the development of our country</i></p> <p>4. <i>to be willing to get along harmoniously with others in different communities around the world</i></p>

PSHE LEARNING OBJECTIVES -- KEY STAGE THREE

Strand 1	Strand 2	Strand 3	Strand 4	Strand 5	Strand 6
<p><b>Personal &amp; Social Development</b></p> <ul style="list-style-type: none"> <li>• Self-esteem</li> <li>• Self-management</li> <li>• Healthy lifestyles</li> <li>• Human relationships</li> <li>• Sexuality <i>issues</i></li> </ul>	<p><b>Time, Continuity &amp; Change</b></p> <ul style="list-style-type: none"> <li>• Time and chronology</li> <li>• <del>Understanding the past</del></li> <li>• <i>Cause and effect</i></li> <li>• Change and continuity</li> <li>• <i>Historical Significance</i></li> <li>• Historical interpretations</li> </ul>	<p><b>Culture &amp; Heritage</b></p> <ul style="list-style-type: none"> <li>• Foundations <i>and characteristics</i> of culture</li> <li>• Customs and traditions</li> <li>• Challenges, <i>conflicts</i> and repercussions <i>in of</i> the modern world</li> <li>• Cultural <i>globalization</i>, diversity &amp; interaction</li> </ul>	<p><b>Place &amp; Environment</b></p> <ul style="list-style-type: none"> <li>• <del>Natural &amp; human features of a place</del></li> <li>• <i>Nature of places and environments</i></li> <li>• <del>Spatial association and interaction</del></li> <li>• <i>Patterns and processes</i></li> <li>• People-environment interrelationships</li> <li>• Conservation and sustainable development</li> </ul>	<p><b>Resources &amp; Economic Activities</b></p> <ul style="list-style-type: none"> <li>• Use of resources</li> <li>• Production and consumption</li> <li>• <del>People and work</del></li> <li>• <del>Exchange</del></li> <li>• <i>Role of government in an economy</i></li> <li>• <i>Interdependence of economies</i></li> </ul>	<p><b>Social Systems &amp; Citizenship</b></p> <ul style="list-style-type: none"> <li>• Rights, responsibilities and social <del>virtues</del> <i>values</i></li> <li>• Social norms, rules and law</li> <li>• Local, national and global identities</li> <li>• Social system, political system and interaction</li> </ul>
<p><i>Knowledge and understanding</i></p> <ol style="list-style-type: none"> <li>1. to understand the importance of valuing oneself and others</li> <li>2. to understand the importance <i>and strategies</i> of maintaining a healthy lifestyle <i>and safe</i> and be informed about matters related to health <i>lifestyle in physical, emotional and social aspects</i></li> <li>3. to understand <i>articulate</i> the factors influencing affecting one's development: <i>of sexual attitudes of sexuality,</i></li> </ol>	<p><i>Knowledge and understanding</i></p> <ol style="list-style-type: none"> <li>1. to understand the significant <i>key characteristics of major</i> historical periods and patterns of change in <i>local, national and</i> world history</li> <li>2. to understand the <del>positive and negative impact of change brought about by</del> <i>why happened, with what impacts in the past and the present, and what changed and what remained unchanged</i></li> </ol>	<p><i>Knowledge and understanding</i></p> <ol style="list-style-type: none"> <li>1. to understand the uniqueness of <del>Chinese</del> <i>our</i> culture <i>at the local and national levels</i> in the light of the developments of other major cultures of the world</li> <li>2. to understand culture and heritage of major communities in the world and identify different ways of conserving cultural heritage</li> <li>3. <del>to be aware of the emergence of a 'global</del></li> </ol>	<p><i>Knowledge and understanding</i></p> <ol style="list-style-type: none"> <li>1. to <del>know the similarities and differences among the major</del> characteristics of <i>explain how</i> different <i>natural and human processes shape the characteristics of different places in the world</i></li> <li>2. to understand the <del>major global patterns and networks in relation to the</del> <i>how the interactions and interconnection of the natural and human processes systems of</i></li> </ol>	<p><i>Knowledge and understanding</i></p> <ol style="list-style-type: none"> <li>1. <i>to understand how individuals make use of limited resources to satisfy wants and the costs involved</i></li> <li>2. to understand how the Government makes use of <del>scarce</del> <i>limited</i> resources to satisfy <del>our</del> <i>its people's</i> wants and the cost involved</li> <li>3. <del>to understand how productivity and income can be increased</del></li> <li>3. to recognize the contributions of</li> </ol>	<p><i>Knowledge and understanding</i></p> <ol style="list-style-type: none"> <li>1. <i>to deliberate on and exercise the rights and responsibilities of citizens as well as core social values</i></li> <li>2. <i>to understand the purposes and functions of social norms, rules and law</i></li> <li>2. to understand the importance of the principle of "one country, two systems" and the Basic Law to the life of Hong Kong people <i>and</i> to <del>understand</del> <i>recognize</i> the relationship of the National Constitution</li> </ol>

Strand 1	Strand 2	Strand 3	Strand 4	Strand 5	Strand 6
<p>interpersonal relationships, <i>and formation of</i> values and beliefs</p> <p>4. to understand the ways to cope with emotional experiences that accompany sexual maturation and changes in interpersonal relationships</p> <p><i>Skills</i></p> <p><del>1. to identify positive and negative peer pressure and develop strategies to respond appropriately</del></p> <p>1. <i>to manage emotions, behaviours, time and personal finance confidently, sensibly and reflectively</i></p> <p>2. <i>to calculate risks, to set realistic goals and to implement scheduled plans</i></p> <p>3. <i>to make informed, viable and responsible decisions on matters concerning one's health</i></p>	<p><i>within and across periods of time</i></p> <p>3. to understand that the past may be interpreted from different perspectives and points of view</p> <p><i>Skills</i></p> <p>1. to master ways of constructing a sequence of major historical events <del>and the relationships between events and people, as well as to make logical inferences on cause and effect</del> <i>periods and developments, and to explain how the present is connected to the past</i></p> <p>2. <i>to apply concepts such as cause and effect, change and continuity, historical significance so as to explore trends and developments, make connections and draw contrasts, and process historical analyses</i></p>	<p><del>culture'</del></p> <p>3. <i>to understand how cultural differences can be a source of conflicts and a stimulus for cultural interflows in the modern world</i></p> <p>4. <i>to know how cultural globalization affects our living</i></p> <p><i>Skills</i></p> <p>1. to make use of different sources of information for the understanding and comparison of the major features of different cultures</p> <p>2. <i>to analyse how conflicts and cultural interflows arise from different cultural beliefs and ideas and how they are addressed in different ways with different outcomes</i></p> <p>3. <i>to evaluate the costs and challenges in heritage preservation</i></p> <p>4. to identify and analyse the impact of the <del>spread of new</del></p>	<p><i>creates</i> different regions <i>in the world</i></p> <p>3. <i>to understand how people influence places and the environment, and how they are influenced by them</i></p> <p>4. to understand how the <del>interaction of natural and man-made environments affects human activities and explain</del> <i>articulate</i> why people living in different places respond differently <i>to the consequences of people-environment interaction</i></p> <p><i>Skills</i></p> <p>1. to <del>use maps and other graphical representations to explain</del> <i>analyse and interpret</i> patterns <del>observed and processes at work in different places and environments</del> <i>identified in maps, photographs and other relevant graphical</i></p>	<p>primary, secondary and tertiary sectors to the economic development of Hong Kong and the <del>Mainland</del></p> <p><del>4. to know the rights and responsibilities of consumers</del></p> <p>4. <i>to understand the economic performance of Hong Kong and the Mainland</i></p> <p><del>5. to identify the services provided by common financial institutions</del></p> <p>5. <i>to understand how economies in the world are interdependent</i></p> <p><del>6. to understand how different measures facilitate trade between Hong Kong and her trading partners</del></p> <p><i>Skills</i></p> <p>1. <i>to interpret and analyse economic data presented in textual, numerical and graphical forms</i></p> <p>2. <i>to analyse problems in regard to limited</i></p>	<p>with the Hong Kong people <del>residents</del></p> <p>3. to <del>know the key-</del> <i>understand basic features and the dynamism of the political system at</i> <del>of local, social groups and political bodies</del> <i>national and global levels</i></p> <p>4. to <del>understand the investigate</del> <i>causes, and effects of consequences and possible solutions of</i> some social and political issues at local, national and global levels <i>and to recognize the meanings of identities at respective levels</i></p> <p><i>Skills</i></p> <p>1. to <del>develop enquiry skills relating to public issues / civic affairs</del> <i>identify and analyse different sources of information reflecting multiple perspectives with respect to a social or political issue to make informed judgment</i></p> <p><del>2. to develop civic competency in order to</del></p>

Strand 1	Strand 2	Strand 3	Strand 4	Strand 5	Strand 6
<p>and relationship with others</p> <p>4. to clarify the values and beliefs underlying one's own decisions</p> <p>5. <i>to see things and think from others' perspectives</i></p> <p><i>Values and attitudes</i></p> <p>1. to <i>cultivate positive life attitudes and</i> enhance one's self-esteem</p> <p>2. to accept one's responsibility as an individual and as member of a group</p> <p>3. <i>to respect oneself and members of different groups</i></p> <p>4. <i>to develop an attitude of mutual tolerance and to appreciate diversity in perspectives</i></p>	<p>3. <i>to identify, select and use a range of historical sources, and to evaluate the sources used in order to make valid conclusions</i></p> <p>4. to differentiate <i>distinguish</i> between fact and opinion so as to form a better understanding and interpretation of <del>historical events</del> <i>the past</i></p> <p><i>Values and attitudes</i></p> <p>1. <i>to develop an interest in the past, and to relate the study of the past to their daily lives</i></p> <p>2. to cultivate an enquiring mind through learning history</p> <p>3. to <del>cultivate</del> <i>nurture</i> a sense of balanced judgment and objectivity through an understanding of human experiences</p>	<p>technology and ideas on culture and heritage</p> <p><i>Values and Attitudes</i></p> <p>1. to support work relating to the preservation and conservation of our heritage</p> <p>2. to develop a sense of national identity as well as a world perspective</p> <p>3. <i>to cherish and reflect our customs and traditions in our daily living</i></p> <p>4. to respect the customs and cultures of peoples from different communities, ethnic groups and of different religious backgrounds</p>	<p><del>representations</del></p> <p>2. <i>to identify in the field major features of natural and human environments</i></p> <p><i>Values and Attitudes</i></p> <p>1. to appreciate the importance of global interdependence <i>and collaboration</i></p> <p>2. to participate actively in promoting environmental awareness <del>to others and</del> <i>sustainable development</i></p>	<p><del>resources by comparing the value and cost involved and make effective-reasoned decisions as consumers, producers, savers and investors</del></p> <p><i>Values and Attitudes</i></p> <p>1. to <del>cultivate responsible consumerism concern</del> <i>the value and cost when making decisions regarding the use of limited resources</i></p> <p>2. <i>to respect the diversity of the demand for the use of resources from different stakeholders in an economy</i></p> <p>3. to appreciate the <del>importance of enhanced productivity and creation of an environment conducive to investment and trade contributions of different sectors to the social and economic development of Hong Kong</del></p>	<p><del>participate in local affairs</del></p> <p>2. <i>to evaluate specific positions about a social or political issue based on evidence and argument provided and to be able to develop a rational position with respect to the issue</i></p> <p><i>Values and attitudes</i></p> <p>1. to <del>show</del> <i>appreciate, respect for and reflect on the core social values (e.g. rights and responsibilities, freedom, uphold the rule of law) as well as the significance of tolerance and respecting different opinions</i></p> <p><del>2. to keep informed about current affairs, and be willing to contribute to resolving problems / issues at local, national and global levels</del></p> <p>2. <i>to develop an attitude of open-mindedness and respect for all peoples, including their cultures, values and ways of life</i></p>

## Appendix 5: Proposed updates in the core elements/essential content for learning\* for the six strands at Key Stages 1-3

\* The core elements of Strands 2 and 3 will be updated in 2016.

(Note: Changes are highlighted in *blue italics* and deletions are indicated by strikethrough lines.)

### Strand 1: Personal and Social Development

KS 1	KS 2	KS 3
<p style="text-align: center;"><b>Sub-strands:</b></p> <ul style="list-style-type: none"> <li>◇ Self-esteem</li> <li>◇ Healthy lifestyles</li> <li>◇ Sexuality <i>issues</i></li> <li>◇ Self-management</li> <li>◇ Human relationships</li> </ul>		
<ul style="list-style-type: none"> <li>• <del>personal hygiene and safety in daily life situations</del></li> <li>• <del>factors affecting personal health</del></li> <li>• <i>the different stages and changes of human growth and development</i></li> <li>• <del>individual differences in growth and development</del></li> <li>• uniqueness of an individual (e.g. likes and dislikes, aptitudes and abilities, thoughts and feelings)</li> <li>• <i>the hazard of taking in harmful substances (e.g. tobacco, alcohol and drugs)</i></li> <li>• similarities and differences between the two sexes</li> <li>• <i>be alert for sexual harassment and other threats to personal safety</i></li> <li>• self-management in daily life situations (e.g. <i>personal hygiene, emotion, in relation to time, and money and emotion</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>different stages of human growth and their characteristics</i></li> <li>• characteristics of a healthy person <i>lifestyle (e.g. healthy diet, regular pattern of work and rest, avoiding computer addiction)</i></li> <li>• <del>maintaining personal and community health</del></li> <li>• <del>handling physical and emotional changes and sexual feelings in</del> <i>physical growth, psychological and social development</i> during puberty</li> <li>• <del>developmental needs of adolescents, personal strengths and weaknesses</del></li> <li>• <i>similarities and differences of growth between two sexes during puberty (e.g. sexual feelings and reactions, challenges, frustrations and stress and ways to cope with them)</i></li> <li>• <i>changes of gender roles</i></li> </ul>	<ul style="list-style-type: none"> <li>• <del>personal identity and self-esteem and personal identities</del></li> <li>• a healthy lifestyles, <i>physical and mental health problems issues</i> of local teenagers (e.g. <del>smoking, substance abuse, weight management and healthy diet; addictions, such as drug, tobacco, alcoholism, obesity, Internet / network addiction and gambling</del>)</li> <li>• <i>puberty (e.g. coping with the emotional experiences that accompany sexual maturation, (masturbation, interest in the other sex, curiosity in pornography, sexual fantasies), attitude towards sexuality and related issues), essence of love and its relationship with sex</i></li> <li>• <i>life skills (including time and finance management, ways to cope with stress and its management adversities)</i></li> <li>• <i>social skills for developing</i></li> </ul>

KS 1	KS 2	KS 3
<ul style="list-style-type: none"> <li>• decision-making and protecting oneself in simple dilemmatic situations (e.g. selection from limited choices)</li> <li>• different types of relationships (family and peer groups) and the behaviours appropriate for these relationships, e.g. basic simple conflict-resolution skills in daily life situations</li> <li>• roles, rights and responsibilities of an individual in the family and other social groups school</li> </ul>	<ul style="list-style-type: none"> <li>• dealing with unfamiliar situations and new challenges</li> <li>• self-management and minimising risks in daily life situations (e.g. personal safety, health, relationships, substance abuse)</li> <li>• managing and using money to satisfy wants</li> <li>• ways to reject gambling, drug abuse, smoking, drinking and sexual requests</li> <li>• enhancing relationships and as well as assertiveness and emphatic skills</li> </ul>	<p>handling interpersonal relationships and resolving conflicts with peer, family members and people of different social backgrounds (e.g. ethnicity, race, religion)</p> <ul style="list-style-type: none"> <li>• respect for others with different values and lifestyles</li> <li>• decision-making in challenging situations (e.g. under undesirable peer pressure)</li> <li>• external-peer and popular influences from mass media and social networks on the development and attitudes of sexuality of values of adolescents (pop culture, peer pressure, the mass media)</li> <li>• potentials and capabilities, life goal setting and career aspirations of adolescents</li> </ul>

## Strand 2: Time, Continuity and Change

KS 1	KS 2	KS 3
<p style="text-align: center;"><b>Sub-strands:</b></p> <ul style="list-style-type: none"> <li>◇ Time and chronology</li> <li>◇ <del>Understanding the past</del></li> <li>◇ <i>Cause and effect</i></li> <li>◇ Change and continuity</li> <li>◇ <i>Historical Significance</i></li> <li>◇ Historical interpretations</li> </ul>		
<ul style="list-style-type: none"> <li>• terms relating to the passing of time (e.g. days, weeks, months, years)</li> <li>• <del>the</del> sequence of events and objects selected from familiar settings (e.g. age of family members, events happening in school)</li> <li>• the causes and results of important events in familiar settings (e.g. moving to a new home, having a new teacher)</li> <li>• <del>different points of view on the same event / story / person</del></li> <li>• <i>basic knowledge about the background of the Basic Law</i></li> <li>• some significant historical events and <del>people</del> <i>figures</i> in the local <del>community, Hong Kong society and our home country</del> <i>national history</i></li> </ul>	<ul style="list-style-type: none"> <li>• terms that describe historical periods (e.g. ancient, modern, Qing)</li> <li>• the sequence of major events in the development of local and national history</li> <li>• <i>the background of the Basic Law and its development in history</i></li> <li>• <del>prominent some-significant</del> <i>prominent</i> historical figures <del>and stories that have had an impact on in our national history and their contributions</del> <i>and stories that have had an impact on in our national history and their contributions</i></li> <li>• the causes and results of significant events in local and national history (e.g. the Opium War, 1911 Revolution, the Japanese invasion, the establishment of the People's Republic of China, <i>Sino-British Joint Declaration</i>, 1 July 1997) <del>the characteristic features and changes experienced in the local community</del></li> <li>• use of different source materials in studying <del>history</del> <i>the past and the present</i></li> <li>• different ways <del>views-used</del> <i>views</i> in representing and interpreting historical events <del>and characters</del> <i>and figures</i></li> </ul>	<ul style="list-style-type: none"> <li>• terms used in <del>recording historical periods and the passing of time</del> for understanding time and chronology (e.g. <i>including</i> AD, BC, era, early and late dynastic period)</li> <li>• <del>significant</del> <i>important</i> historical periods <del>and their sequence</del> in local, national and world history</li> <li>• the causes <del>and consequences, and sequences</del> <i>and effects</i> of the major events and developments in local, national and world history (<i>e.g. to understand the historical background of the Basic Law</i>)</li> <li>• <del>the part played by</del> <i>the significance of</i> important individuals and groups in <i>local, national and world</i> history</li> <li>• <del>characteristic features</del> <i>developments</i> of the local and the national community, and how <del>their</del> these developments are linked with each other and with <del>that</del> <i>those</i> of the wider world</li> </ul>



KS 1	KS 2	KS 3
		<ul style="list-style-type: none"> <li>• the nature of changes (<i>including progress, decline, evolution, revolution</i>) brought by <del>significant</del> <i>major local, national and global</i> historical events (e.g. <del>rapid progress, economic recession, revolution, evolution, coup d'état</del>)</li> <li>• the background and different interpretations of some significant <i>local, national and global</i> historical events <i>and figures</i></li> </ul>

### Strand 3: Culture and Heritage

KS 1	KS 2	KS 3
<b>Sub-strands:</b> ✧ Foundations <i>and characteristics</i> of culture ✧ Customs and traditions ✧ Challenges, <i>conflicts</i> and repercussions of the modern world ✧ Cultural <i>globalization</i> , diversity and interaction		
<ul style="list-style-type: none"> <li>• “Family” as a social unit in any culture</li> <li>• the origin and migration of one’s own family (family names and history)</li> <li>• traditional practices in one’s own family (e.g. ancestral worship, worship of various gods)</li> <li>• different cultural activities undertaken by different generations within the family or the local community</li> <li>• how old and new cultures co-exist within the local community</li> <li>• some unique features of the Chinese culture</li> <li>• people from diverse cultural perspectives interpret information and experiences differently</li> <li>• <i>diverse background of Hong Kong residents – its significance and impact on Hong Kong history</i></li> <li>• <i>how old and new cultures co-exist within the local community</i></li> <li>• <i>characteristics of people of different cultures which affect the lives of the local community</i></li> <li>• <i>the ways we perceive other cultural groupings and respecting cultural differences and lifestyles</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>characteristics of ancient Chinese civilisation as demonstrated in cultural heritage (Great Wall, archaeological finds)</i></li> <li>• <i>maintaining harmony with members of different communities</i></li> <li>• local customs and traditions (celebrations of traditional festivals, Buddhist and Taoist practices) and those introduced from other parts of the world</li> <li>• reasons for individuals and groups to pass on and sustain their customs and traditions</li> <li>• common elements found within the Chinese culture</li> <li>• factors affecting cultural change in society</li> <li>• influence of technology on daily life</li> <li>• how people from different cultures think about and interact with their physical environment and social conditions (religion and race)</li> <li>• effects of cultural interaction on cultures, societies <i>and nations</i></li> <li>• activities that support the conservation of culture and heritage (e.g. establishment of</li> </ul>	<ul style="list-style-type: none"> <li>• places / events in which Chinese culture is reflected (e.g. festival celebrations, folklore museum)</li> <li>• <i>characteristics of our culture at local and national levels</i></li> <li>• similarities and differences of customs and practices of people from different geographic, cultural, racial, religious and ethnic backgrounds</li> <li>• <i>how the development of various cultures have adapted with regard to their the changing environments and conditions</i></li> <li>• <i>forms of factors (e.g. new technologies, that social atmosphere, economic development) affecting the preservation and conservation of culture and heritage</i></li> <li>• <i>emergence of “global culture” and its the impacts of cultural globalization on local communities as well as the nation as a whole</i></li> <li>• factors (e.g. traditions, customs, biases) contributing to cross-cultural understanding or posing obstacles to it</li> </ul>

KS 1	KS 2	KS 3
<ul style="list-style-type: none"> <li>ways in which people <i>communicate and</i> interact <del>within their</del> cultural groups and with other <i>different</i> cultural groups</li> </ul>	heritage trails)	

## Strand 4: Place and Environment

KS 1	KS 2	KS 3
<p style="text-align: center;"><b>Sub-strands:</b></p> <ul style="list-style-type: none"> <li>✧ <del>Natural and human features of a place</del></li> <li>✧ <i>Nature of places and environments</i></li> <li>✧ <del>Spatial association and interaction</del></li> <li>✧ <i>Patterns and processes</i></li> <li>✧ <b>People-environment interrelationships</b></li> <li>✧ <b>Conservation and sustainable development</b></li> </ul>		
<ul style="list-style-type: none"> <li>• characteristics of <del>the</del> <i>our</i> immediate living environment</li> <li>• the location and spatial arrangement of the main features in <del>the</del> <i>our</i> surrounding environment-(e.g. relief features, buildings and forms of land use, leisure and amenities facilities)</li> <li>• the <del>impact</del> <i>influence</i> of the natural environment on people's life</li> <li>• <i>effects of human activities on local environment</i></li> <li>• ways of protecting the local environment</li> </ul>	<ul style="list-style-type: none"> <li>• the <i>major</i> physical and human characteristics of the environment of Hong Kong and the <del>m</del>Mainland (<del>relief, climate, agriculture, population and settlement</del>)</li> <li>• the distribution pattern of <del>the</del> major physical and human features (<del>relief, climate, cities, farming, manufacturing industry</del>) in Hong Kong and the <del>m</del>Mainland and <del>how they are related to the regions around us</del></li> <li>• the influence of the natural environment on major human activities (<del>dwelling, farming, manufacturing</del>) and the impact of human activities on the natural environment <i>in China and the world</i></li> <li>• contemporary local <i>and national</i> environmental issues</li> </ul>	<ul style="list-style-type: none"> <li>• the natural and human processes leading to the formation of the characteristics of places <del>and regions</del> (examples <del>in particular</del> from Hong Kong, the <del>m</del>Mainland and other parts of the Asia-Pacific region)</li> <li>• the reasons for the <del>specific</del> <i>spatial</i> distribution <del>patterns</del> of major natural and human features (<del>relief, climate, population, farming</del>) in Hong Kong and the <del>m</del>Mainland</li> <li>• the <del>impact</del> of the interaction <del>between</del> natural (climatic, topographic) and human systems (demographic, economic, political) on human activities (<del>dwelling, farming, manufacturing</del>) in China and other parts of Asia and the people's response to it <i>of people with places and the environment at regional and global levels, and how different people respond to it</i></li> <li>• the consequences of large-scale human modification of the <i>regional and</i> global environment</li> </ul>

## Strand 5: Resources and Economic Activities

KS 1	KS 2	KS 3
<p style="text-align: center;"><b>Sub-strands:</b></p> <ul style="list-style-type: none"> <li>◇ Use of resources</li> <li>◇ Production and consumption</li> <li>◇ <del>People and work</del></li> <li>◇ <del>Exchange</del></li> <li>◇ <i>Role of government in an economy</i></li> <li>◇ <i>Interdependence of economies</i></li> </ul>		
<ul style="list-style-type: none"> <li>• <del>wants are satisfied by consuming goods and services</del></li> <li>• <del>types of goods and services consumed by individuals and families</del></li> <li>• personal and family resources are insufficient to meet all our needs</li> <li>• <i>planning the use of pocket money and making appropriate choices</i></li> <li>• different kinds of work in the community</li> <li>• <i>public facilities and services provided by the Government</i></li> <li>• exchange of goods and services <i>produced in Hong Kong or imported from other parts of the world</i> to meet our needs and the needs of others</li> </ul>	<ul style="list-style-type: none"> <li>• scarcity of resources in satisfying the needs of the whole community</li> <li>• <del>the use of scarce resources involves choice and cost</del></li> <li>• factors to consider when making <i>rational</i> consumer decisions, <i>e.g. choice, cost</i></li> <li>• income generated from different types of economic activity</li> <li>• major features of the Hong Kong economy</li> <li>• <i>government's measures in promoting economic development</i></li> <li>• <i>the benefits for Hong Kong</i> <del>major types of goods and services involved in trade between Hong Kong and</del> <del>the</del> <del>Mainland</del> and other parts of the world</li> </ul>	<ul style="list-style-type: none"> <li>• <del>types of resources available in Hong Kong and the mainland</del></li> <li>• <del>choices made by the government in making use of scarce resources to satisfy our wants, and the cost involved</del></li> <li>• <del>factors affecting productivity and income including value and cost involved in making decisions on the use of personal resources (e.g. money and time) to satisfy unlimited wants</del></li> <li>• <i>economic performance of Hong Kong, employment situation of labours and the contributions of primary, secondary and tertiary industries sectors to the economic development of</i> <del>in</del> <del>Hong Kong</del></li> <li>• <del>the rights and responsibilities of consumers</del></li> <li>• <del>services provided by common financial institutions</del></li> <li>• <del>major</del> <i>the role and policy of the HKSAR Government measures to facilitate trade between Hong Kong and her trading partners on the economic front</i></li> </ul>

KS 1	KS 2	KS 3
		<ul style="list-style-type: none"> <li>• <del>a future perspective on trade</del> <i>an overview of the economy of our country, factors facilitating its economic development and the economic relationship between <del>in</del> Hong Kong and the <del>in</del> Mainland</i></li> <li>• <i>worldwide economic activities and issues (e.g. economic globalization) and the work of some related organisations (e.g. World Trade Organization, Organisation for Economic Co-operation and Development)</i></li> </ul>

## Strand 6: Social Systems and Citizenship

KS 1	KS 2	KS 3
<b>Sub-strands:</b> ◇ <b>Rights, responsibilities and social virtues values</b> ◇ <b>Social norms, rules and law</b> ◇ <b>Local, national and global identities</b> ◇ <b>Social system, political system and interaction</b>		
<ul style="list-style-type: none"> <li>• roles, <i>rights</i> and identities <i>responsibilities</i> of the individual as a member in a group (family, classroom, school, society and the nation)</li> <li>• <i>the differences among people and the need to importance of respecting the rights of others in the light of individual differences</i></li> <li>• <i>the importance of observing responsibilities and rules in different social groups</i></li> <li>• <i>the need for rules and functions and importance of rules and regulations in daily life contexts (family, classroom and school) and their importance to social order</i></li> <li>• <i>the principle of "one country, two systems" and some basic ideas of the Basic Law</i></li> <li>• <i>the importance of the Basic Law and its importance to the life of Hong Kong residents</i></li> <li>• local and national symbols (e.g. flag, emblem and anthem) and their meanings</li> <li>• <i>services provided by the government in relation to students'</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>rights and responsibilities of the individual arising from different roles</i></li> <li>• <i>exercising one's rights and observing responsibilities in various settings (home, school, community)</i></li> <li>• <i>the constitutional background and the general principles of the Basic Law</i></li> <li>• the rights and responsibilities of Hong Kong residents according to the Basic Law and the local legal systems</li> <li>• <i>functions and services of social groups in our neighbourhood and communities</i></li> <li>• <i>social norms within particular groups and their influences / effects on our daily life</i></li> <li>• <i>social virtues in the local context</i></li> <li>• <i>the importance of contributing to local affairs, (e.g. participating in fund-raising activities or voluntary work)</i></li> <li>• the importance of observing <i>the Basic Law</i>, rules and laws</li> <li>• <i>basic features of the political structure of the HKSAR as well as the functions of the</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>changing meanings of social virtues in the local context</i></li> <li>• <i>functions of social norms and laws in the local context</i></li> <li>• <i>main features of local social groups, political bodies and social interaction in the local context</i></li> <li>• <i>(local level) importance of the National Constitution and the Basic Law to Hong Kong residents, the composition and operation of the HKSAR Government, the identity, rights and responsibilities of citizens, and the development trend of society in future</i></li> <li>• <i>importance of justice in society</i></li> <li>• <i>functions of the Government and its relationship with Hong Kong residents</i></li> <li>• <i>(national level) the political system and external relations of our country, the way of life of Chinese nationals, and the consciousness and quality of Chinese citizenship</i></li> <li>• <i>the emergence of global identity in an interdependent world</i></li> <li>• <i>causes and effects of</i></li> </ul>

KS 1	KS 2	KS 3
<p>daily life</p> <ul style="list-style-type: none"> <li>• awareness <i>of</i> and concern for current affairs at local and national levels</li> </ul>	<p>government and services provided by <del>it</del> <i>the HKSAR Government and local social institutions in response to the needs of Hong Kong residents</i></p> <ul style="list-style-type: none"> <li>• <i>channels and ways to express opinions to the HKSAR Government and local social institutions</i></li> <li>• <del>identities of an individual as Hong Kong resident and as Chinese citizen</del></li> <li>• awareness <i>of</i> and concern for <i>the changes and development of the</i> local, national and global communities</li> <li>• <i>the importance of maintaining harmony with members of different communities around the world</i></li> </ul>	<p><del>social and political issues at local, national and global levels</del></p> <ul style="list-style-type: none"> <li>• <i>(global level) basic structure of international politics, phenomenon of globalization, and the consciousness and quality of global citizenship</i></li> <li>• <del>(cross-level) individual interests and collective interests within social groups</del> <i>tensions between individual needs and common good, and ways to meet individual needs and to promote the common good</i></li> </ul>



## Appendix 6: Exemplars to show the implementation of the key emphases for the curriculum renewal in the PSHE KLA

### Appendix 6.1: Promoting humanistic qualities in the learning and teaching of PSHE subjects

- The PSHE KLA provides a rich and meaningful learning context for developing **knowledge** for the cultivation of humanistic qualities. Below are examples of topics of PSHE subjects which are conducive to the cultivation of humanistic qualities:

To nurture humanistic qualities in students by helping them to	Subject	Example of topic
<ul style="list-style-type: none"> <li>hold the belief that they are unique and valued, have high self-expectations and always strive to excel</li> </ul>	<ul style="list-style-type: none"> <li>中國歷史</li> </ul>	<ul style="list-style-type: none"> <li>中國歷代重要史事、人物事蹟及文化知識</li> </ul>
	<ul style="list-style-type: none"> <li>History</li> </ul>	<ul style="list-style-type: none"> <li>Life in ancient Greece (Legacy of Greece)</li> <li>Renaissance</li> <li>The Age of Machines</li> </ul>
	<ul style="list-style-type: none"> <li>Life and Society</li> </ul>	<ul style="list-style-type: none"> <li>Self-understanding, self-esteem and self-confidence</li> <li>Healthy lifestyles and self-management</li> <li>Developing potentials and self-identity</li> </ul>
<ul style="list-style-type: none"> <li>care about the well-being of others and be willing to contribute to the common good</li> </ul>	<ul style="list-style-type: none"> <li>中國歷史</li> </ul>	<ul style="list-style-type: none"> <li>中國歷代重要史事、人物事蹟及文化知識</li> </ul>
	<ul style="list-style-type: none"> <li>Geography</li> </ul>	<ul style="list-style-type: none"> <li>Using Urban Space Wisely — Can we maintain a sustainable urban environment?</li> <li>Living with Natural Hazards — Are we better equipped than the others?</li> <li>Food problem — Can we feed ourselves?</li> </ul>

To nurture humanistic qualities in students by helping them to	Subject	Example of topic
	✧ History	<ul style="list-style-type: none"> <li>✧ International conflicts and threats to peace in the twentieth century</li> <li>✧ Major achievements in the twentieth century: International cooperation and efforts towards peace</li> </ul>
	✧ Life and Society	<ul style="list-style-type: none"> <li>✧ Building friendships</li> <li>✧ Appreciating diversity of values</li> <li>✧ Narrowing the gap between the rich and the poor</li> <li>✧ Consciousness of global citizenship and its contribution to humanitarian work</li> </ul>
✧ cherish history and culture as common human experiences	✧ 中國歷史	✧ 中國歷代重要史事、人物事蹟及文化知識
	✧ History	<ul style="list-style-type: none"> <li>✧ Traditional rural life in Hong Kong</li> <li>✧ Life in ancient Greco-Roman civilization</li> <li>✧ Growth and development of Hong Kong in the twentieth century (Popular culture)</li> <li>✧ International conflicts and threats to peace in the twentieth century</li> </ul>

<b>To nurture humanistic qualities in students by helping them to</b>	<b>Subject</b>	<b>Example of topic</b>
	✧ Life and Society	<ul style="list-style-type: none"> <li>✧ Everyday life in rural and urban areas</li> <li>✧ Social characteristics of “Global City” as demonstrated by Hong Kong</li> </ul>
✧ cultivate an enhanced capacity for aesthetic appreciation	✧ Geography	<ul style="list-style-type: none"> <li>✧ Tourists — Friends or foes?</li> <li>✧ Oceans in trouble</li> </ul>
	✧ History	<ul style="list-style-type: none"> <li>✧ Growth and development of Hong Kong up to the early twentieth century (The study of local history through buildings, organisations and streets)</li> <li>✧ Life in ancient Greece (Legacy of Greece)</li> <li>✧ Renaissance</li> </ul>
✧ possess a love for nature and be concerned about its sustainable development	✧ Geography	<ul style="list-style-type: none"> <li>✧ Changing climate, changing environments</li> <li>✧ The trouble of water — Too much and too little</li> <li>✧ Taming the sand — A long-lasting combat against desertification and sandstorms</li> </ul>

- Teachers can also promote humanistic qualities through organising life-wide learning activities. For example:
  - ✧ Project learning: Investigating the route of an empty soft drink can;
  - ✧ Service learning: Organising food donation activity for the Food Bank in the school, and helping the Food Bank to visit and deliver the food to needy people.

- In the learning process, **values and attitudes** and **generic skills** are involved to help cultivate and internalise humanistic qualities.
  - ✧ The cultivation of humanistic qualities involves a lot of positive values and attitudes. Among them, the seven priority values and attitudes, i.e. perseverance, respect for others, responsibility, national identity, commitment, integrity and care for others are of central importance. Schools are recommended to strengthen the seven priority values and attitudes in related learning elements in the school curriculum. Other values and attitudes such as respect for self, self-reflection, striving for excellence, empathy, tolerance, equality, culture and civilization heritage, aesthetic appreciation, common good and sustainability are also essential to the cultivation of humanistic qualities and of high relevance to the PSHE KLA.
  - ✧ The nine generic skills, in particular critical thinking skills, creativity, self-learning skills, problem-solving skills, communication skills and collaboration skills are paramount for nurturing humanistic qualities. With a wide repertoire of skills, students are able to reflect on the values and attitudes presented by others and endorse them judiciously. This helps much in strengthening and internalising humanistic qualities.

## Appendix 6.2: Example on nurturing students' entrepreneurial spirit through an Economics activity

Subject: Economics (S4-6)

Activity: Learning Economics through purchase and sale (買買賣賣學經濟)

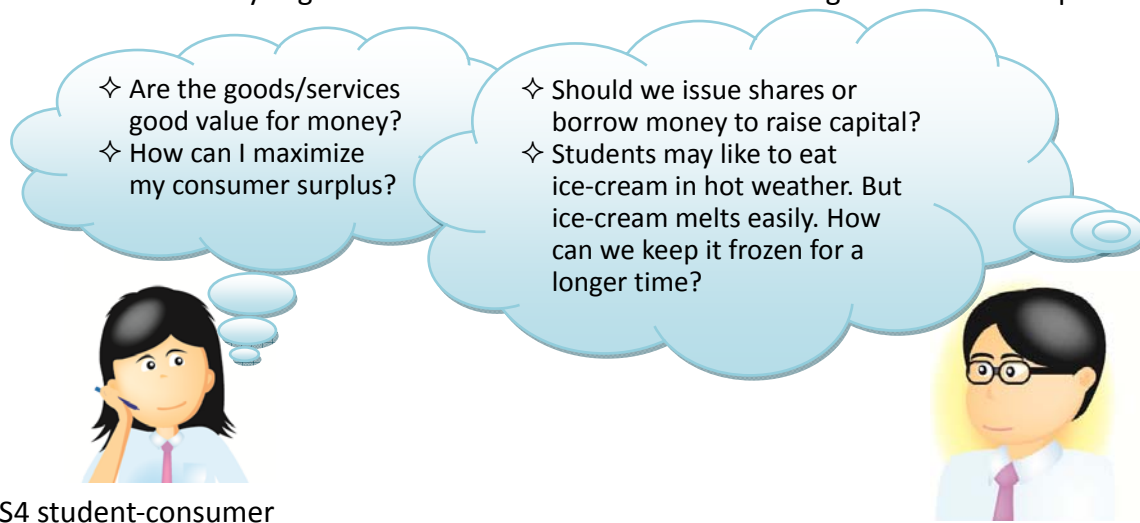
Objectives:

Through the activity, students are able to:

- (i) acquire and apply economic concepts/theories;
- (ii) think critically, creatively and come up with fresh and problem-solving ideas that can be applied in authentic situations; and
- (iii) develop essential qualities associated with entrepreneurial spirit, such as perseverance, taking initiative and responsibility, flexibility and accepting calculated risk.

Activity:

- Setting up stalls and selling various goods/services to all students and teachers in the school at the covered playground during lunch time.
- Roles and respective responsibilities of Economics students:
  - (i) S4 Economics students as consumers:
    - Purchasing goods with a limited budget;
    - Observing the behaviours of participants including sellers and other consumers;
    - Explaining their actions using economic concepts.
  - (ii) S5 Economics students as sellers:
    - Drafting proposal on goods/services to be provided, ways to raise capital, sales strategies, calculation of expected cost and risk, division of work etc.;
    - Setting up stalls and selling products;
    - Analysing sellers and consumers' behaviours using economic concepts.



S4 student-consumer

S5 student-seller

## Appendix 6.3: Basic Law education in the PSHE KLA: Supporting resources produced by EDB

### Learning and teaching

In order to support the implementation of Basic Law education in PSHE subjects including Chinese History, Geography, History and Life and Society at junior secondary level, EDB has produced the *E-book of Understanding the Law, Access to Justice – Basic Law Learning Package (Junior Secondary) (Reprinted with minor amendments in 2015)*. Teachers and students may browse the web-based version by clicking on the web link <http://basiclawebook.edb.hkedcity.net/bookweb>. To download individual units, teachers and students may click on the hyperlinks or scan the QR codes below to download the mobile version:

iPhone/iPad version



<https://itunes.apple.com/hk/app/ming-fa-da-yi-i-ben-fa/id1001021850?l=zh&mt=8>

Android version



<https://play.google.com/store/apps/details?id=net.hkedcity.edb.basiclaw>

Teachers will have access to the teacher version after they “Login” with their HKEdCity ID. Students will have access to their personal documents after they “Login” with their HKEdCity ID, and they can sync their answers, notes, highlights, and bookmarks, etc. via cloud for their learning activities.

### Assessment

1. Basic Law Online Assessment (Junior Secondary)

(<http://basiclaw.edb.hkedcity.net/js/assessment/>)

Students can answer questions online from the website to test their understanding of the Basic Law.

2. Web on Assessment for Basic Law Education (Junior Secondary)

(<http://basiclaw.edb.hkedcity.net/js/resource/>)

After they “Login” with their HKEdCity ID, teachers may download examination papers, which are designed with reference to the *Understanding the Law, Access to Justice – Basic Law Learning Package (Junior Secondary) (Reprinted with minor amendments in 2015)*, for assessment purposes in their schools.

## Appendix 6.4: Exemplar on incorporating “mobile learning” in geography fieldwork

1. A teacher made use of the web-based program “Google Earth” and “EduVentue” to support the fieldwork activity of a class of Geography students.
2. The teacher asked students to form into groups of four, and assigned each group an iPad to be used in the pre-trip briefing and during the field trip.
3. During the pre-trip briefing, the teacher asked students to make use of the map and “street view” functions of “Google Earth” to take a virtual pre-trip of their fieldwork site, the Kowloon Walled City Park and the surrounding neighbourhood.



Street view of fieldwork site

4. The teacher made use of the program “EduVenture” to define the map area, the checkpoint locations and respective tasks to be completed by students at each checkpoint. When each group of students arrived at each checkpoint, the iPad they were using, with the Wi-Fi and GPS functions switched on, displayed the respective tasks that had to be accomplished by the students. The following shows the tasks at one checkpoint.

**Checkpoint 1: At the road junction**

Description: This is the road junction at Junction Road and Nga Tsin Wai Road.

- a) Identify the type(s) of land use on both sides of the road at this checkpoint.

- b) Describe the characteristics of this / these type(s) of land use.

- c) Take photos of the land use(s).



- d) How many lanes are there on Junction Road and Nga Tsin Wai Road respectively?

- e) Count the number and types of vehicles passing Junction Road every 2 minutes twice by using the App "Counter Man".

- f) Take photos of the traffic conditions.



5. Moreover, students made use of the camera, the GIS program and Apps pre-installed in the iPads to take photos and finish the tasks. Some of the groups used the recording function to record their on-site interviews with the residents living in the field site.
6. All the data collected during the field trip were stored electronically in the iPads and later retrieved by students when completing the post-trip assignment and field reports.



## Appendix 6.5: Example on developing students' Holistic Thinking Skills

Subject: Integrated Humanities (S1-3)

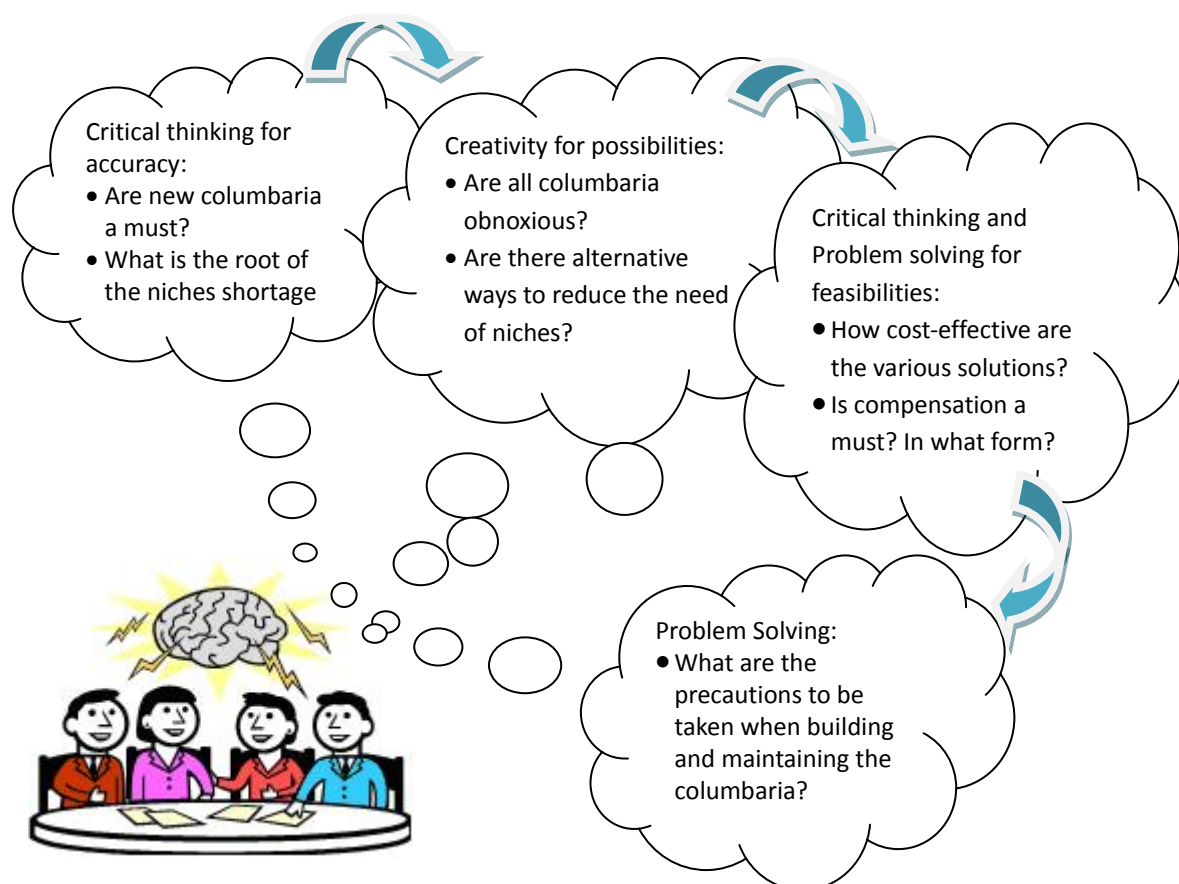
Topic: Location of new columbaria (靈灰安置所)

### ❶ Case

There is an acute shortage of provision of niches in Hong Kong. The Government is facing great pressure from different stakeholders regarding the location of new columbaria.

### ❷ Activity

Discuss in groups and suggest a solution to the problem of locating new columbaria among the 18 districts in Hong Kong.



### ❸ Applying the same framework in other subjects

The same lesson framework can be adopted to structure enquiries into similar issues in PSHE subjects, such as dealing with challenges by leaders in History or Chinese History, handling moral dilemmas in Religious Education and making decisions about the use of money in Life and Society.

**Appendix 7: A Comparison table highlighting the proposed updates in the 2016 version in relation to the 2002 version**

2002 Version	2016 Version (Proposed updates highlighted in <i>blue italics</i> )
<b>Chapter 1 Introduction</b>	
<b>1.1 What is a Key Learning Area (KLA)?</b> (p.3)	<b>1.1 What is a Key Learning Area (KLA)?</b> – no major updating
<b>1.2 The PSHE KLA in the School Curriculum</b> 1.2.1 The context for PSHE (pp.3-4) 1.2.2 The position of PSHE in the school curriculum (p.4) 1.2.3 The nature of PSHE (pp.4-6) 1.2.4 Basic beliefs of PSHE (p.6) 1.2.5 Existing PSHE subjects and related elements (p.7)	<b>1.2 <i>The Personal, Social and Humanities Education (PSHE) KLA in the School Curriculum</i></b> <i>1.2.1 PSHE in the changing context</i> <i>1.2.2 Features of the PSHE KLA</i> – based on original 1.2.3 <i>1.2.3 Basic concerns of PSHE</i> – based on original 1.2.4 <i>1.2.4 The position of PSHE in the school curriculum and existing PSHE subjects and related elements</i> – based on original 1.2.2 and 1.2.5
--	<b>1.3 <i>Development in the Past Decade – Achievements and Gaps</i></b> – newly added, with support from different sources of evidence
<b>1.3 Rationale and Direction for development</b> 1.3.1 Rationale for development (pp.8-9) 1.3.2 Direction of development (pp.10-12)	<b>1.4 <i>Rationale and Direction for Development of the PSHE KLA</i></b> <i>1.4.1 Rationale for development of the PSHE KLA</i> – depiction of the current dynamic local, national and global contexts <i>1.4.2 Direction for development of the PSHE KLA</i> i) <i>Focusing</i> ✧ <i>Humanistic qualities</i> ✧ <i>Entrepreneurial spirit</i> ii) <i>Deepening</i> ✧ <i>Basic Law education</i> ✧ <i>e-Learning</i>

2002 Version	2016 Version (Proposed updates highlighted in <i>blue italics</i> )
	<ul style="list-style-type: none"> <li>✧ <i>Generic skills</i></li> <li>iii) <i>Sustaining</i></li> <li>✧ <i>Promotion of national understanding</i></li> <li>✧ <i>Language across the Curriculum</i></li> </ul>
<p><b>1.4 Strategies for Development</b></p> <p>1.4.1 Advice to schools (p.13)</p> <p>1.4.2 Examples of starting points for different schools (pp.13-19)</p>	<p><b>1.5 <i>Strategies for Promoting Learning in the PSHE KLA</i></b></p> <ul style="list-style-type: none"> <li>– suggestion of strategies (1.5.1-1.5.4) made with reference to existing strengths</li> </ul> <p>1.5.1 <i>Four Key Tasks</i></p> <p>1.5.2 <i>Experiential learning within and beyond the community</i></p> <p>1.5.3 <i>Development of higher order thinking skills</i></p> <p>1.5.4 <i>Development of learning communities to promote teacher learning</i></p>
--	<p><b>1.6 <i>Building the Foundation for Lifelong Learning</i></b></p> <ul style="list-style-type: none"> <li>– contribution of study in the PSHE KLA to lifelong learning</li> </ul>
<b>Chapter 2 Curriculum Organisation</b>	
<p><b>2.1 Curriculum Aims of PSHE KLA</b></p> <p>2.1.1 Overarching aim (p.23)</p> <p>2.1.2 Learning targets (p.23)</p> <p>2.1.3 Learning objectives (p.24)</p>	<p><b>2.1 Curriculum Aims of the PSHE KLA</b></p> <ul style="list-style-type: none"> <li>– no major updating in 2.1.1, 2.1.2 and 2.1.3</li> </ul> <p>2.1.1 Overarching aim</p> <p>2.1.2 Learning targets</p> <p>2.1.2.1 <i>The position of the key emphases for the curriculum renewal in the context of the PSHE KLA learning targets</i></p> <ul style="list-style-type: none"> <li>– newly added</li> </ul> <p>2.1.2.2 <i>Varied degrees of importance of the key emphases for the curriculum renewal across subjects or areas of learning</i></p> <ul style="list-style-type: none"> <li>– newly added</li> <li>– Appendix 1 added showing</li> </ul>

2002 Version	2016 Version (Proposed updates highlighted in <i>blue italics</i> )
	<p>how the learning targets of the PSHE KLA are embedded with the expected learning outcomes of the key emphases for the curriculum renewal</p> <p>2.1.3 Learning objectives</p>
<p><b>2.2 The School Curriculum Framework</b></p> <p>2.2.1 Strands (pp.24-25)</p> <p>2.2.2 Core elements / essential content for learning (pp.34-41)</p> <p>2.2.3 Enhancement of the learning of Chinese history and culture (p.42)</p> <p>2.2.4 Generic skills (pp.42-66)</p> <p>2.2.5 Values and attitudes (pp.67-70)</p> <p>Diagrammatic representation of the PSHE curriculum framework (pp.70-71)</p>	<p><b>2.2 <i>The Curriculum Framework of the PSHE KLA</i></b></p> <p>2.2.1 <i>What is worth learning in the PSHE KLA?</i></p> <ul style="list-style-type: none"> <li>- newly added</li> </ul> <p>2.2.2 <i>Open and flexible curriculum framework of the PSHE KLA</i></p> <ul style="list-style-type: none"> <li>- based on original introductory paragraph</li> <li>- updated with illustration of an open and flexible framework</li> </ul> <p>2.2.3 <i>Strands</i></p> <ul style="list-style-type: none"> <li>- 2nd and 3rd sub-points of the 2nd bullet point updated</li> <li>- Respective “perspectives” of the six strands of the PSHE KLA simplified</li> <li>- learning objectives of KS1-3 updated</li> </ul> <p>2.2.4 <i>Core elements / essential content for learning</i></p> <ul style="list-style-type: none"> <li>- 1st bullet point updated</li> <li>- core elements / essential content for learning of KS1-3 updated</li> </ul> <p>2.2.5 Enhancement of the learning of Chinese history and culture</p> <ul style="list-style-type: none"> <li>- no major updating</li> </ul> <p>2.2.6 <i>Promoting Basic Law education</i></p> <ul style="list-style-type: none"> <li>- newly added</li> <li>- “Generic skills” moved to 2.2.7</li> </ul> <p>2.2.7 <i>Generic skills</i></p> <ul style="list-style-type: none"> <li>- updated</li> <li>- two sub-sections newly added</li> <li>✧ 2.2.7.1 on individual</li> </ul>

2002 Version	2016 Version (Proposed updates highlighted in <i>blue italics</i> )
	<p>generic skills</p> <ul style="list-style-type: none"> <li>✧ 2.2.7.2 on “Generic skills in an integrative approach”</li> <li>– “Values and attitudes” moved to 2.2.8</li> </ul> <p>2.2.8 <i>Values and attitudes</i></p> <ul style="list-style-type: none"> <li>– updated</li> </ul> <p>2.2.9 <i>Building links between knowledge, skills and values and attitudes</i></p> <ul style="list-style-type: none"> <li>– newly added</li> </ul>
<p><b>2.3 Curriculum and Subject Organisations</b></p> <p>2.3.1 At primary level (pp.72-73)</p> <p>2.3.2 At junior secondary level (pp.73-78)</p>	<p><b>2.3 Curriculum Organisation</b></p> <ul style="list-style-type: none"> <li>– introductory paragraph updated, with 2nd paragraph taken from the 3rd bullet point in 2.3.1 of 2002 version</li> </ul> <p>2.3.1 <i>At primary level</i></p> <ul style="list-style-type: none"> <li>– updated</li> </ul> <p>2.3.2 <i>At junior secondary level</i></p> <ul style="list-style-type: none"> <li>– development of PSHE KLA curriculum in schools and modes of curriculum organisation updated</li> </ul> <p>2.3.3 <i>At senior secondary level</i></p> <ul style="list-style-type: none"> <li>– newly added</li> </ul>
<p><b>2.4 Interfacing with S4-5 (p.78)</b></p>	<ul style="list-style-type: none"> <li>● moved to Chapter 3 Curriculum Planning</li> </ul>
<b>Chapter 3 Curriculum Planning</b>	
<p><b>3.1 A Balanced Curriculum (p.81)</b></p>	<p><b>3.1 A Balanced Curriculum</b></p> <ul style="list-style-type: none"> <li>– updated with two diagrams respectively showing the strands under the PSHE KLA, and the relationship between the curriculum and the six strands under the PSHE KLA</li> </ul>
<p><b>3.2 Connecting School-based Curriculum Development to Central Curriculum</b></p> <p>3.2.1 Principles for school-based</p>	<p><b>3.2 Five Stages of Curriculum Planning at KLA/Subject Level</b></p> <ul style="list-style-type: none"> <li>– a five-stage cycle of curriculum planning introduced</li> </ul>

2002 Version	2016 Version (Proposed updates highlighted in <i>blue italics</i> )
<p>curriculum adaptation (p.81)</p> <p>3.2.2 Setting the scene – Research and development (R&amp;D) projects (p.82)</p> <p>3.2.3 School-based adaptation of the central curriculum (p.83)</p> <p>3.2.4 From short-term to medium-term planning (p.85)</p>	<ul style="list-style-type: none"> <li>– illustration, with updated exemplars, of how the five stages of curriculum planning can be applied in implementing the key emphases for the curriculum renewal in the PSHE KLA added</li> <li>– diagram on situational analysis and curriculum decision process updated</li> </ul>
<p><b>3.3 Cross KLA Links (p.88)</b></p>	<p><b>3.3 <i>Guiding principles for curriculum adaptation / school-based curriculum planning</i></b></p> <ul style="list-style-type: none"> <li>✧ <i>Adopting an open and flexible framework</i> <ul style="list-style-type: none"> <li>– based on 3.2.1 in 2002 version</li> </ul> </li> <li>✧ <i>Ensuring a balanced coverage of the strands and essential learning elements</i></li> <li>✧ <i>Connecting learning experiences with KLA goals</i></li> <li>✧ <i>Adopting the key emphases for the curriculum renewal in an integrative manner</i></li> <li>✧ <i>Catering for students’ learning needs and diversity</i></li> <li>✧ <i>Strengthening e-learning</i></li> <li>✧ <i>Integrating learning with assessment</i></li> <li>✧ <i>Strengthening lateral collaboration with other PSHE subjects</i></li> <li>✧ <i>Ensuring vertical continuity</i></li> <li>✧ <i>Promoting cross-KLA links</i> <ul style="list-style-type: none"> <li>– based on “3.3 Cross KLA links” in 2002 version</li> </ul> </li> </ul>
<p>--</p>	<p><b>3.4 Interface</b></p> <ul style="list-style-type: none"> <li>– moved from “2.4 Interfacing with S4-5” of 2002 version</li> </ul>

2002 Version	2016 Version (Proposed updates highlighted in <i>blue italics</i> )
	<ul style="list-style-type: none"> <li>- “3.4.1 Interface between upper primary level and junior secondary level” added</li> <li>- “3.4.2 Interface between junior secondary level and senior secondary level” elaborated</li> </ul>
<p><b>3.4 Time Allocation</b> (p.89)</p>	<p><b>3.5 Time Allocation</b></p> <ul style="list-style-type: none"> <li>- moved from 3.4 of 2002 version</li> <li>- 1st and 2nd bullets deleted</li> <li>- a paragraph on the PSHE KLA curriculum time entitlement added</li> </ul>
<b>Chapter 4 Learning and Teaching</b>	
<p><b>4.1 Guiding Principles</b></p> <p>4.1.1 The adoption of enquiry learning (p.93)</p> <p>4.1.2 The role of a PSHE teacher (p.102)</p>	<p><b>4.1 Guiding Principles</b></p> <ul style="list-style-type: none"> <li>- guiding principles updated: <ul style="list-style-type: none"> <li>✧ Keeping abreast of the changes</li> <li>✧ Fitness for purpose</li> <li>✧ Building on teachers’ strength</li> <li>✧ Catering for learner diversity</li> </ul> </li> <li>- a paragraph on the need to incorporate the key emphases for the curriculum renewal into learning and teaching added</li> <li>- 4.1.1 of 2002 version moved to sub-section 4.3.2</li> <li>- 4.1.2 of 2002 version moved to sub-section 4.3.2 and enriched</li> </ul>
<p><b>4.2 Approaches to Learning and Teaching</b></p> <p>4.2.1 Project Learning (p.103)</p> <p>4.2.2 Life-wide Learning (p.106)</p> <p>4.2.3 Using IT as a learning tool (p.110)</p>	<p><b>4.2 <i>Embedding the Key Emphases for the Curriculum Renewal in Learning and Teaching</i></b></p> <ul style="list-style-type: none"> <li>- a paragraph on strategies to embed the key emphases for the curriculum renewal, including entrepreneurial spirit, humanistic qualities,</li> </ul>

2002 Version	2016 Version (Proposed updates highlighted in <i>blue italics</i> )
	<p>promotion of national understanding and e-learning, in the learning and teaching of PSHE KLA added</p> <ul style="list-style-type: none"> <li>- exemplars on illustrating the strategies of incorporating the key emphases for the curriculum renewal in the learning and teaching of the PSHE KLA added</li> <li>- 4.2.1, 4.2.2 and 4.2.3 of 2002 version moved to this section as key strategies to address the key emphases for the curriculum renewal</li> <li>- suggestions on how the different key emphases for the curriculum renewal are to be addressed in one learning activity</li> </ul>
--	<p><b>4.3 Advancing Pedagogical Changes to Enhance Learning and Teaching</b></p> <p><i>4.3.1 Nurturing students' literacy</i></p> <ul style="list-style-type: none"> <li>- newly added, on supporting students' language needs in studying PSHE subjects</li> </ul> <p><i>4.3.2 Teachers taking multiple roles</i></p> <ul style="list-style-type: none"> <li>- a paragraph on approaches to learning and teaching in the PSHE KLA, including direct instruction, enquiry and co-construction added</li> <li>- a paragraph on multiple roles of a PSHE teacher, including transmitter, resource person, facilitator, co-learner and assessor, added</li> <li>- a paragraph on teacher's roles in enquiry learning and strategies for teaching</li> </ul>



2002 Version	2016 Version (Proposed updates highlighted in <i>blue italics</i> )
	<p>controversial issues, such as selecting issues, adapting learning and teaching materials and classroom teaching added</p> <ul style="list-style-type: none"> <li>- exemplars provided</li> </ul>
<p><b>4.3 Catering for Student Diversity</b> (p.115)</p>	<p><b>4.4 Catering for Learner Diversity</b></p> <ul style="list-style-type: none"> <li>- based on 4.3 of 2002 version</li> <li>- updated and re-organised into 2 sub-sections: <ul style="list-style-type: none"> <li>✧ <i>“4.4.1 Common learner differences in the PSHE KLA”</i> (newly added)</li> <li>✧ <i>“4.4.2 Teachers acquiring a wide repertoire of pedagogical strategies”</i></li> </ul> </li> </ul>
<p><b>4.4 Homework</b> (p.115)</p>	<p><b>4.5 <i>Complementary Roles of Assessment in Learning and Teaching</i></b></p> <ul style="list-style-type: none"> <li>- newly added and based on 4.4 of 2002 version</li> </ul>
<b>Chapter 5 Assessment</b>	
<p><b>Introductory Paragraphs</b></p> <ul style="list-style-type: none"> <li>● Learning, teaching and assessment should be looked at as inter-connected elements</li> <li>● Good assessment provides opportunities for learning rather than simply measuring achievement</li> </ul>	<p><b>Introductory Paragraphs</b></p> <ul style="list-style-type: none"> <li>● the original two paragraphs retained</li> <li>● an overview of the development and changing trend of assessment all over the world and in Hong Kong in the past decade added</li> <li>● drawing teachers’ attention to the need to design appropriate assessment for the key emphases for the curriculum renewal</li> <li>● referring to 5.2 on how generic skills can be assessed through class discussion and formal written examination</li> <li>● brief discussion on the coming of a digital environment in schools and classrooms, and how this would impact assessment</li> </ul>

2002 Version	2016 Version (Proposed updates highlighted in <i>blue italics</i> )
	<ul style="list-style-type: none"> <li>referring to 5.2 on how information literacy could be assessed in PSHE classrooms through project learning</li> </ul>
<p><b>5.1 General principles</b></p> <ul style="list-style-type: none"> <li>3 principles: <ul style="list-style-type: none"> <li>The purposes of assessment are manifold; prime purpose should more clearly be for learning</li> <li>Opportunities should be given for teachers and students to review assessment data together</li> <li>Assessment practices which inhibit or narrow learning opportunities should be avoided</li> </ul> </li> <li>A diagram showing “a framework of school assessment practices” adapted from Shirley Clarke</li> </ul>	<p><b>5.1 General principles</b></p> <ul style="list-style-type: none"> <li>1st and 3rd original principles retained</li> <li>2nd principle enriched: importance of feedback, assessment closely integrated with learning and teaching, and alignment between junior and senior secondary assessment practices</li> <li>the diagram adapted from Shirley Clarke moved to 5.3</li> </ul>
<p><b>5.2 Modes of Assessment</b></p> <ul style="list-style-type: none"> <li>A diversity of assessment modes should be employed: <ul style="list-style-type: none"> <li>Tests and examinations</li> <li>Self-assessment and peer-assessment</li> <li>Project work</li> <li>Course work assignments</li> <li>Values and attitudes assessment</li> </ul> </li> </ul>	<p><b>5.2 Modes of Assessment</b></p> <ul style="list-style-type: none"> <li>discussion on the five modes of assessment in original 5.2 retained</li> <li>‘e-assessment’ added</li> <li>discussion on how “humanistic qualities” could be assessed in “values and attitudes assessment” added</li> <li>examples on the following included: <ul style="list-style-type: none"> <li>assessment in primary PSHE</li> <li>good classroom assessment practices in secondary level PSHE</li> </ul> </li> </ul>

2002 Version	2016 Version (Proposed updates highlighted in <i>blue italics</i> )
	<p>subjects</p> <ul style="list-style-type: none"> <li>• how the key emphases for the curriculum renewal are to be assessed</li> <li>– two exemplars on the assessment of “information literacy” through project learning, and of “generic skills” through class discussion and formal written examination provided</li> </ul>
<p><b>5.3 Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• Brief introduction</li> <li>• A school exemplar</li> </ul>	<p>--</p>
<p><b>5.4 Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• Brief introduction</li> <li>• Introducing two resource folders on assessment</li> </ul>	<p>--</p>
<p>--</p>	<p><b>5.3 <i>Internal Assessment</i></b></p> <ul style="list-style-type: none"> <li>– newly added</li> <li>– a brief introduction on developing a framework of school assessment practices adapted from Shirley Clark (original 5.1), with a short paragraph briefly introducing “formative and summative assessment” as well as “assessment of learning”, “assessment for learning” and “assessment as learning”</li> <li>– a brief discussion on how to formulate a holistic assessment framework for the whole school</li> </ul> <p><b>5.3.1 <i>Basic principles in designing internal assessment</i></b></p> <ul style="list-style-type: none"> <li>– basic principles highlighted</li> <li>– a “do-and-don’t” list for implementing internal assessment in schools</li> </ul>

2002 Version	2016 Version (Proposed updates highlighted in <i>blue italics</i> )
	<p>included</p> <ul style="list-style-type: none"> <li>- school exemplars added</li> <li>- 4-step design cycle for constructing internal assessment activities added</li> </ul> <p>5.3.2 <i>Quality feedback</i></p> <ul style="list-style-type: none"> <li>- <i>reminders for giving feedback</i></li> <li>- <i>quality marking and written feedback</i></li> </ul> <p>5.3.3 <i>Adjustment for gifted students and students with special education needs</i></p> <ul style="list-style-type: none"> <li>- general principles in developing appropriate school assessment policies and measures for gifted and SEN students</li> <li>- school exemplars added</li> </ul>
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<b>Chapter 6 Learning and Teaching Resources</b>	
<p><b>Introductory Paragraphs</b></p> <ul style="list-style-type: none"> <li>• Learning and teaching resources should assist enquiry learning and knowledge construction through collaborative learning</li> <li>• Learning and teaching resources should facilitate students engaging in complex, authentic and meaning tasks</li> </ul>	<p><b>Introductory Paragraphs</b></p> <ul style="list-style-type: none"> <li>• original ideas retained</li> <li>• a brief discussion on IT resources for the 21st century learning and how learning and teaching resources can help promote self-directed learning</li> </ul>
<p><b>6.1 Quality Learning and Teaching Resources</b></p> <ul style="list-style-type: none"> <li>• Brief introduction of different types of learning and teaching resources</li> <li>• Use of learning and teaching resources in project learning and life-wide learning (with an exemplar on “An oral History project on Tai O’s fishing village”)</li> </ul>	<p><b>6.1 <i>Functions of Learning and Teaching Resources</i></b></p> <ul style="list-style-type: none"> <li>– newly added</li> <li>– original 6.1 incorporated into “6.2 Types of Learning and Teaching Resources” of 2016 version</li> <li>– functions performed by “quality” learning and teaching resources</li> <li>– use of learning and teaching resources to support various PSHE learning and teaching activities</li> </ul>
<p><b>6.2 Textbook</b></p> <ul style="list-style-type: none"> <li>• Effective use of textbooks</li> <li>• Textbooks should support enquiry learning</li> </ul>	<p><b>6.2 <i>Types of Learning and Teaching Resources</i></b></p> <ul style="list-style-type: none"> <li>– original paragraphs on “textbook” incorporated in 6.2.1</li> <li>– an introductory paragraph to give a brief introduction of the 4 types of non-electronic resources mentioned in original 6.1</li> <li>– new paragraphs to introduce e-resources and how they can support the learning and teaching of PSHE subjects</li> </ul> <p><b>6.2.1 <i>Textbook</i></b></p> <ul style="list-style-type: none"> <li>– retained:</li> </ul>

2002 Version	2016 Version (Proposed updates highlighted in <i>blue italics</i> )
	<ul style="list-style-type: none"> <li>✧ effective use of textbooks</li> <li>✧ textbooks should support enquiry learning</li> <li>- newly added: <ul style="list-style-type: none"> <li>✧ how to use e-textbook effectively to support the learning and teaching of PSHE subjects</li> </ul> </li> </ul> <p><b>6.2.2 School Library</b></p> <ul style="list-style-type: none"> <li>- newly added</li> <li>- functions of school library in the digital era to support student learning in PSHE</li> <li>- 2 exemplars on school library developed for 21st century learning added</li> </ul>
<p><b>6.3 Resources Generated by Collaborative Research and Development (“Seed”) Projects</b></p> <ul style="list-style-type: none"> <li>● Brief introduction of the “Seed” projects undertaken by the PSHE Section</li> <li>● A school exemplar on “curriculum resource bank” developed in support of the project on S1-3 Integrated Humanities</li> </ul>	<p><b>6.3 <i>Resource Management in Schools</i></b></p> <ul style="list-style-type: none"> <li>- newly added</li> <li>- resources generated by PSHE “Seed” Projects moved to the Appendix “List of PSHE Resources”</li> <li>- guiding principles for selecting and developing learning and teaching resources</li> <li>- sharing of learning and teaching resources among PSHE subjects and across different KLA</li> <li>- managing special rooms assigned for PSHE subjects (e.g., Geography Room)</li> <li>- better use of community resources</li> <li>- managing PSHE e-resources</li> </ul>

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