

Curriculum Framework of National Security Education in Hong Kong (2025)

1. The Importance and Responsibility of National Security Education

Hong Kong has been part of the territory of China since ancient times. On 1 July 1997, the Government of the People's Republic of China resumed the exercise of sovereignty over Hong Kong pursuant to Article 31 of the Constitution of the People's Republic of China and established the Hong Kong Special Administrative Region (HKSAR), implementing the principle of “one country, two systems” in Hong Kong. The “one country” is the premise and basis for the implementation of the “two systems” and the “two systems” is subordinate to and derived from and unified under “one country”¹.

The fundamental principle of “one country, two systems” is to safeguard national sovereignty, security and development interests, and maintain the long-term prosperity and stability of Hong Kong and Macao. On 30 June 2020, in accordance with the Constitution, the Basic Law of the Hong Kong Special Administrative Region of the People's Republic of China (Hong Kong Basic Law), and the “Decision of the National People's Congress on Establishing and Improving the Legal System and Enforcement Mechanisms for the Hong Kong Special Administrative Region to Safeguard National Security”, the 13th Standing Committee of the National People's Congress passed the Law of the People's Republic of China on Safeguarding National Security in the Hong Kong Special Administrative Region (HKNSL) at the 20th Meeting of the Standing Committee, and decided to include it in Annex III of the Hong

¹ Fourth plenary session of the 19th Central Committee of the Communist Party of China (fourth plenary session) – “Decision of the Central Committee of the Communist Party of China on Several Major Issues Concerning Upholding and Improving the Socialist System with Chinese Characteristics and Advancing the Modernisation of the National Governance System and Governance Capacity”.

Kong Basic Law. Safeguarding national security is a prerequisite for ensuring the long-term stability of our country, and sustaining the prosperity and stability of Hong Kong. It is the common duty of all the people of China, including the people of Hong Kong, and the shared responsibility of our country and the HKSAR. Within “one country”, irrespective of regions, what is to be safeguarded is the security of the same country. As an inseparable part of China, the HKSAR bears the same responsibility as other provinces and cities in the Mainland in safeguarding national security, and the responsibility lies solely with “one country”, without distinction between the “two systems”.

Article 10 of the HKNSL stipulates that “The HKSAR shall promote national security education in schools and universities and through social organisations, the media, the Internet and other means, to raise the awareness of Hong Kong residents of national security and of the obligation to abide by the law.” Immediately after the promulgation of the HKNSL, the Education Bureau promptly launched national security education to enhance students’ awareness of national security and sense of law-abidingness. In 2021, it also published the *Curriculum Framework of National Security Education in Hong Kong* (Curriculum Framework) and the curriculum frameworks of National Security Education for 15 subjects (Subject Curriculum Frameworks)², detailing the topics, teaching foci and learning elements related to national security in the relevant Key Learning Areas, subjects and cross-disciplinary areas in the primary and secondary school curricula, enabling schools to promote national security education through connecting it to their curricula. The Curriculum Framework and Subject Curriculum Frameworks also suggest activities to facilitate schools in the holistic planning of learning activities within and beyond the classroom so that students can learn the content of national security education while acquiring subject knowledge. Schools have responded promptly to the suggestions, and through the learning activities within and beyond the classroom of different Key Learning Areas / subjects curriculum, including Chinese history education, national geography education,

² For details, please refer to Education Bureau Circulars No. 2/2021, No. 4/2021 and No. 6/2021.

the Constitution and the Hong Kong Basic Law education, allow students to learn about the significance, methods and responsibility of safeguarding national security, and the inseparable ties between the Mainland and Hong Kong, thereby fostering a proper sense of nationhood and national identity.

2. Multi-pronged and Co-ordinated Approach to Continuously Support National Security Education

The Education Bureau adopts diversified strategies, such as continuously updating curriculum guides, providing teacher training, developing learning and teaching resources, and organising life-wide learning activities for students, to support schools in implementing national security education so that students can learn relevant knowledge in a spiral and progressive way at different Key Stages³ and develop concepts such as nationhood, national sentiments and national identity from an early age⁴. Relevant measures include:

- **Providing different forms of professional training for teachers**, including face-to-face, online, on-site training courses, experience sharing sessions, field trips, learning circles and other activities, to meet the needs of teachers at various stages of professional growth and career development. Examples include organising on-site teacher workshops and enrichment seminars on national security education for primary and secondary schools offering the local curriculum in Hong Kong, national security education knowledge enrichment seminars and seminars on education about the history of the War of Resistance Against Japanese Aggression; incorporating the content of the Constitution, the Hong Kong Basic Law and national security education into the core training for newly-joined teachers and teachers aspiring for promotion; and jointly running teacher training/thematic courses on “Reinforcing the Rule of Law” and workshops on the national flag-raising ceremony with other organisations. Taking the 2023/24 and 2024/25 school years (ending April 2025) as

³ Learning Stages 1, 2, 3 and 4 correspond to Primary 1 to Primary 3 (lower primary), Primary 4 to Primary 6 (upper primary), Secondary 1 to Secondary 3 (junior secondary) and Secondary 4 to Secondary 6 (senior secondary) respectively.

⁴ Please visit the Education Bureau website (<https://www.edb.gov.hk/en/index.html>) and the National Education One-stop Portal online resource platform (<https://cbleportal.edb.edcity.hk/index.php?class=index&func=cate&selectlangtype=3>).

examples, the Curriculum Development Institute of the Education Bureau held nearly 800 training courses related to national education and national security education, for as many as 76 000 teachers.



In the 2021/22 to 2024/25 school years, the Education Bureau provided more than 560 “Onsite Teacher Workshops on National Security Education” and nearly 80 “Onsite Enrichment Seminars on National Security Education” for primary and secondary schools implementing the local curriculum to promote and deepen the understanding of primary and secondary school principals and teachers on the holistic approach to national security, with a total of more than 62 000 participants



Seminar on War of Resistance Against Japanese Aggression history education

- **Developing diversified learning and teaching resources** to support learning and teaching. Examples are learning and teaching resources on themes such as the Constitution, the Hong Kong Basic Law, national security education, national symbols and emblems, Chinese history and culture, national geography, museum learning and the War of Resistance Against Japanese Aggression, including Chinese Civilisation – National Education and National Security Education Learning and Teaching Resources, the “Chinese Traditional Virtues” Series in Primary Humanities, the Chinese History

multimedia learning and teaching package, the Belt and Road Initiative learning and teaching resources under the senior secondary Citizenship and Social Development subject; the audio pictographs on Learning and Teaching Series on Geography of China; audio videos on national education songs; and videos clips depicting examples of school planning for national education and national security education. Students are also encouraged to engage in self-directed learning through the National Security Education Resource Webpage, the National Security Education Online Learning Platform, the web-based resource platform “National Education One-stop Portal”, and the Geography Online Game Platform for Understanding Our Motherland. Printed copies of the related learning and teaching resources have been uploaded to the multimedia and online platforms.



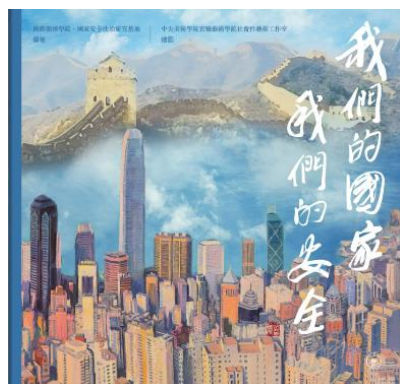
*“Our National Flag, National Anthem and Regional Flag”
audio picture book*



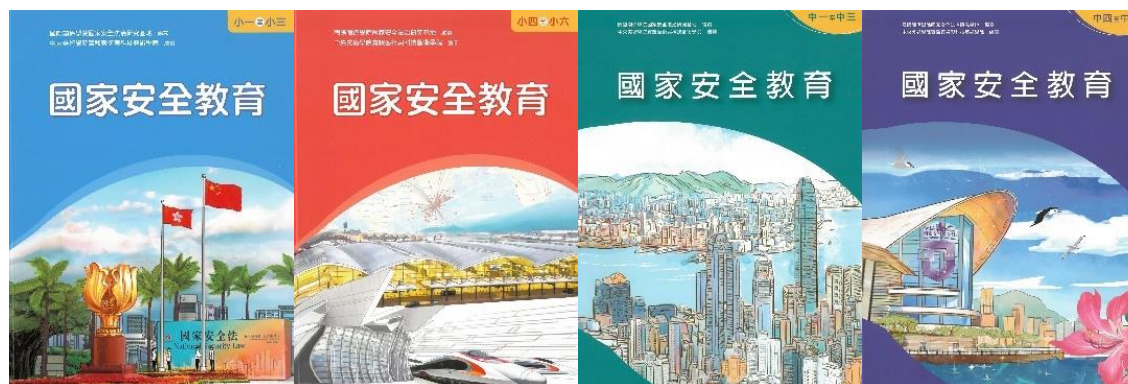
Web-based resource platform “National Education One-stop Portal”

- **Distributing a number of important national education and national security education resources for schools’ reference** to help teachers gain a proper understanding of relevant knowledge about national security, including 《總體國家安全觀學習綱要》 (Chinese version only) compiled by the Publicity Department of the Central Committee of the

Chinese Communist Party and the Office of the Central National Security Commission, *“Xi Jinping: Chinese Modernization”*(《習近平關於中國式現代化論述摘編》) by the Institute of Party History and Literature of the Communist Party of China Central Committee; 《香港特別行政區維護國家安全法讀本》 (Chinese version only) by Professor Wang Zhenmin of Tsinghua University and others; the *“National Security Education Book Series”* and the *“Love Hong Kong, Love China”* picture book by Professor Bi Yanying of the University of International Relations; and the *“National Laws Applicable to HKSAR: A Student Guide”* by Bauhinia Magazine.



*“Love Country, Love Hong Kong”
picture book*



National Security Education Book Series

- **Organising a variety of territory-wide student activities** to enable students to learn about our country’s history, culture and latest development, and the importance of national security in a lively and interesting way. Taking the 2023/24 and 2024/25 school years (ending April 2025) as examples, the Curriculum Development Institute of the Education Bureau held about 180 student activities related to national education and national security education, with as many as one million student participants. Examples include the “Let’s Join Hands in Safeguarding National Security”

Programme, the Territory-wide Inter-school National Security Knowledge Challenge, the Constitution and Basic Law Territory-wide Inter-school Competition, the promotional event of “Chinese Classic Sayings”, the “Territory-wide Primary Schools Quiz Competition on Chinese History and Culture”, and the “Relishing Creativeness in the Hong Kong Palace Museum” music composition competition. In the 2023/24 school year, the Education Bureau led government schools and collaborated with other school sponsoring bodies and school councils to jointly implement the “Love Our Home, Treasure Our Country” joint school national education activities, with the number of participants reaching 30 000. In the 2024/25 school year, over 9 000 students from more than 450 schools participated in the “Constitution and Basic Law Student Ambassadors Training Scheme”.



The Education Bureau jointly organised the Territory-wide Inter-school National Security Knowledge Challenge with the Department of Justice, the Security Bureau and the Shine Tak Foundation



“Love Our Home, Treasure Our Country” - Celebration of the 75th Anniversary of the Founding of the People's Republic of China and Joint School National Education Activities Kick-off Ceremony

- **Organise local and Mainland study tours** for teachers and students to gain an on-site understanding of the long-standing history of Chinese culture, the history of the Chinese people's heroic resistance against enemies, and other content related to national security. Examples include providing opportunities for teachers and students to visit the National Security Exhibition Gallery and the Chinese People's Liberation Army Hong Kong Garrison Exhibition Centre to broaden their understanding of national security and defence; arranging Mainland study tours for newly-joined teachers and promoted teachers and providing more opportunities for in-service teachers to visit the Mainland to understand the national affairs and the latest development of our country; arrangements for all secondary students taking the local curriculum to join the Mainland study tours of the subject of Citizenship and Social Development to extend their learning beyond the classroom and deepen their understanding of our country's development in various aspects; adding "red resources" in the itineraries of Mainland exchange programmes and study tours appropriately to help students understand the arduous struggles of our revolutionary predecessors and deepen their patriotic sentiments; and the continued implementation of the Sister School Scheme to allow primary and secondary school students to deepen their understanding of the Mainland through exchange activities and enhance their sense of national identity.



Various forms of student exchange programmes in the Mainland

- **Compiling an annual “National Education —— Event Planning Calendar”⁵** to facilitate schools’ organisation of school-based activities on national education, patriotic education and national security education on key dates, and **providing schools with guidelines on school administration and education**, such as Education Bureau Circular No. 9/2023 “National Security: Maintaining a Safe Learning Environment – Nurturing Good Citizens” and “National Security: Specific Measures for Schools” to maintain a safe and orderly campus learning environment and nurture students to become good law-abiding citizens.

The promotion of national security education requires persistence and cooperation from all parties. The Education Bureau seeks to understand the practical experiences and provide professional advice in a timely manner through the channels of school visits, focus group discussions, inspections, teacher professional development activities, etc.. With the strong support of the Education Bureau and schools’ active participation, national security education has been smoothly planned and implemented in schools through a whole-school approach. This includes embedding elements of national security education into subject curricula, offering more diversified life-wide learning activities, and making better use of the school environment to create a favourable atmosphere. The efforts of schools in promoting national security education are worthy of recognition, and the results are evident to all.

⁵ Further details can be accessed at

<https://cbleportal.edb.edcity.hk/index.php?class=index&func=cate&cateid=137&selectlangtype=3>

3. Keeping the Curriculum Framework and Subject Curriculum Frameworks Abreast of the Times

In recent years, relevant laws closely related to national security education have been promulgated and amended accordingly. For example, the Safeguarding National Security Ordinance (SNSO) was gazetted, promulgated and implemented in the HKSAR in 2024. This is followed by various documents related to national security being successively issued by different departments of the Hong Kong Special Administrative Region Government, and many experts and scholars engaging in discussions on the topic of national security.

In response to the need for ongoing optimisation and renewal of primary and secondary school curricula, the Education Bureau has issued a number of primary and secondary school curriculum documents in recent years, such as the *Citizenship and Social Development Curriculum and Assessment Guide (Secondary 4-6) (2021)*, *Citizenship, Economics and Society Curriculum Guide (Secondary 1-3) (2024)*, *Primary Education Curriculum Guide (2024)*, *Primary Humanities Curriculum Framework (2024)*, *Science (Primary 1 – 6) Curriculum Framework (2024)*. The Curriculum Framework and the related Subject Curriculum Frameworks issued in 2021 should be optimised to align with the development of the curricula.

To keep national security education abreast of the times, the Education Bureau has made reference to relevant documents and materials, such as 《總體國家安全觀學習綱要》(Chinese version only), 《大中小學國家安全教育指導綱要》(Chinese version only) and the “China’s National Security in the New Era” white paper of the Mainland, when optimising the 2021 version of the Curriculum Framework and Subject Curriculum Frameworks, re-organising the learning elements of national security education to provide teachers with a clearer and more comprehensive guidelines, and help schools further enhance the development of national security education based on the solid foundation in implementing national security education.

In addition to optimising the 2021 version of the Subject Curriculum Frameworks, the Education Bureau also provides the Subject Curriculum Frameworks for each Key Learning Area to further illustrate the connection between the learning content of Key Learning Areas / subjects and national security education.

4. Key Points of the Curriculum Framework

4.1 Focus on Learning the Holistic Approach to National Security

The 2025 Curriculum Framework emphasises that a key focus of national security education is the learning of the holistic approach to national security. The holistic approach to national security⁶ stresses the need to construe and safeguard national security from a macro perspective holistically. It highlights the concept of “mega security”, which encompasses 20 major interconnected fields⁷. Therefore, schools must help students integrate what they have learned, master the holistic approach to national security, and understand the significance of safeguarding national security. Students should also understand the equal importance of development and security, build a consciousness and sense of responsibility for safeguarding national security, and contribute to the prosperity of our country.

⁶ National Security Education Day webpage: A Holistic Approach to National Security
(https://www.nsed.gov.hk/national_security/index.php?l=en&a=safety) ;

⁷ National Security Education Day webpage: Twenty Major Fields
(https://www.nsed.gov.hk/national_security/index.php?a=national_security_main_focus&l=en)

For examples of major fields of national security covered at different learning stages, please refer to the Subject Curriculum Frameworks.

4.2 Aligning with the Implementation of Patriotic Education

National security education incorporates the elements and spirit of patriotic education. The Patriotic Education Law of the People's Republic of China stipulates that schools should integrate patriotic education throughout the entire process of school education, incorporate the content of patriotic education into various subjects and teaching materials, connect classroom teaching with extracurricular practices and experience, and infuse the content of patriotic education into campus culture building and various thematic activities in school. The 2025 Curriculum Framework emphasises the implementation of national security education through a total mobilisation approach, connecting the elements of national security education with the school curricula and dovetailing with “the Patriotic Education Law of the People's Republic of China”.

4.3 Keeping Pace with the Development of Primary and Secondary Curricula

《大中小學國家安全教育指導綱要》(Chinese version only) recommends that schools adopt a whole-school approach, connecting the relevant content and characteristics of each subject, extend subject knowledge within and beyond the classroom, and guiding students to apply what they have learned to understand and think about national security issues. These recommendations coincide with the approach with which the Education Bureau supports schools in the implementation of national security education. The optimisation of the Curriculum Framework recommends that schools continue to promote national security education through the methods of “organic integration”, “natural connection”, “diversified strategies”, “mutual co-ordination”, “learning within and beyond the classroom”, and “whole-school participation”, to enhance learning and teaching effectiveness.

5. Promoting National Security Education in a Spiral and Progressive Manner

Primary and secondary schools plan curriculum content and life-wide learning activities according to the various learning stages to allow students to learn relevant content in a spiral and progressive manner from the facets of “cognitive, affective and action”, deepening and broadening their understanding of national security and the need to develop an awareness of and a sense of responsibility for safeguarding national security in the face of the ever-changing international situation, and gradually develop their affection for and sense of belonging to our country.



5.1 Primary Education

Primary education is the foundation stage of national security education. Through learning content and activities closely related to home, school and daily life, students can gradually learn about some key areas and basic knowledge of national security knowledge that are included in the holistic approach to national security, and are easy to understand, thereby developing their sense of nationhood and national security. Besides, by establishing an affectional connection with our country from an early age (such as patriotism, cultural identity, national pride), students can understand the close relationship between national security and individuals, develop the good habit of abiding by laws and rules, learn to love our country and society, and pay attention to national development. Schools should make a holistic planning, with reference to the six-year education, to introduce students to the holistic approach to national security from an early age, without necessarily covering all major fields of national security at the primary school level.

- Key Stage 1 (Lower Primary) builds students' basic understanding of our country mainly through daily life experiences and events, fostering their patriotism and sense of identity for the country. The foundation of developing a sense of security and law-abidingness is laid when students learn about personal security, home security, sports security, traffic security, etc., and the importance of abiding by the rules. At this stage, they will initially learn about the major fields of national security, such as political security, homeland security, military security, cultural security, societal security, science and technology security, cybersecurity, food security, ecological security, resource security, outer space security, data security; and understand the foci in the fields of homeland security, societal security, cultural security, ecological security, resource security. They will gain a preliminary understanding of the origin and spirit of “one country, two systems” and the Hong Kong Basic Law, learn that they must be good law-abiding citizens, and that people in various positions in our country and society have all contributed to safeguarding national security and community security.
- Key Stage 2 (Upper Primary) builds on the previous learning acquired at the lower primary level and gradually enhances students' understanding of our country, thereby helping them build national pride and cultural confidence, strengthening their affection for and sense of belonging to our country. Through daily life experiences and events, students will gain a greater understanding of the principle of being vigilant against potential danger. During the transition phase from junior primary, students will learn more about major fields of national security (e.g. political security, homeland security, economic security, science and technology security, overseas interests security, biosecurity, food security). The learning content will be expanded to include the responsibilities of the Central Government and the HKSAR in safeguarding national security under “one country, two systems” as stipulated in the Constitution and the Hong Kong Basic Law. Students will gain a preliminary understanding of the background and purpose of the HKNSL and the SNSO and think about their own responsibilities and action in safeguarding national security.

5.2 Secondary Education

The focus of national security education in **secondary education** is to deepen students' knowledge and understanding of national security, building on the foundation of their primary education. Students will further understand and consolidate the holistic approach to national security, and recognise the equal importance of development and security. They will understand the significance of national security in ensuring the steadfast and successful implementation of “one country, two systems”, and recognise the concept of promoting international security. Through learning and practise, students will gain a deep understanding of the substance of national security, consolidate their consciousness to safeguard national security, and actively contribute to the development of our country and Hong Kong.

- Key Stage 3 (Junior Secondary) mainly deepens students' understanding of our country's development and achievements in different aspects and strengthens their affection for and sense of belonging to our country. During this stage, students will gain a broader understanding of the holistic approach to national security, the various major fields of national security and the concept of “mega security”. Students will learn about the relationship between “one country, two systems” and national security, the regulations implemented by the Central Government and the HKSAR under the protection of the “one country, two systems” policy and the Hong Kong Basic Law, and the importance of the HKNSL and the SNSO in safeguarding national security. Students will learn that enjoyment of the rights and freedom protected by the Constitution and the Hong Kong Basic Law comes with a duty to safeguard national security, understand the importance of promoting international security and advancing the well-being of mankind, thereby establishing an awareness of building a community with a shared future for mankind. During this stage, students will build the sense of vigilance against potential danger, recognise that everyone has the responsibility to

safeguard national security, and apply what they have learned.

- Key Stage 4 (Senior Secondary) builds on the previous learning acquired at the junior secondary stage and deepens students' understanding of our country at different levels. During this stage, students will gain a deeper understanding of the core significance of the holistic approach to national security from various aspects, gain the positive understanding that national security is within the purview of the Central Authorities, and accurately understand that the fundamental purpose of “one country, two systems” is to safeguard national sovereignty, security and development interests while serving as an important cornerstone for the long-term prosperity and stability of the HKSAR and the Macao Special Administrative Region. Students will need to have a broad vision, think about the HKSAR's roles and responsibilities in safeguarding national security, understand the significance of the HKNSL and the SNSO in safeguarding national security and “one country, two systems”, and explore the substance and significance of building a community with a shared future for mankind. Students will also need to understand the importance of being vigilant against potential danger in times of peace, consciously assume their responsibility, duty and mission to be patriotic and love Hong Kong, and strive to contribute to the prosperity, stability and sustainable development of our country and society of Hong Kong.

6. Learning Elements in Each Key Stage of Primary and Secondary Education

The optimised Curriculum Framework⁸ (see 6.1 – 6.4 below for details) sets out the relevant learning elements of national security education in four key stages (lower primary, upper primary, junior secondary and senior secondary). To facilitate schools in reviewing and planning the curricula, the learning elements have been integrated into the following four strands for schools' reference. The four strands include:

- Overview of the country: national history and ethnicity, national emblems, Chinese culture, national geography, political system, national achievements, etc.;
- A holistic approach to national security: One Overall Goal, Five Essential Elements, Five Coordination Tasks, the importance of national security, the responsibility to safeguard national security, a community with a shared future for mankind;
- The Constitution, “one country, two systems”, the Hong Kong Basic Law and National Security: The responsibility of our country and the HKSAR in safeguarding national security, the protection of national security under the HKNSL and the SNSO, and the institutions that safeguard national security; and
- Rights protected by the law and the duty to safeguard national security.

The above integration model of the four strands is for reference only. Providing that the learning elements of each stage can be fully covered (see pages 20 to 43), schools can flexibly integrate the learning elements in a school-based manner.

⁸ The relevant learning elements of the Curriculum Framework are aligned with the content of the Patriotic Education Law of the People's Republic of China.

The following learning content has always been embedded in various key learning areas/subjects and cross-disciplinary areas. Students can master the relevant content through learning at the various learning stages. **The following relevant key learning areas/subjects are only examples. Each key learning area/subject may have different foci, but school staff of different positions have a shared responsibility to implement national security education. Schools can plan their curricula holistically and flexibly according to their school contexts and students' learning needs. Through subject-based teaching and cross-subject collaboration, schools can integrate the learning elements of national security education into the various learning stages by connecting them with the regular learning and teaching activities within and beyond the classroom. For the teaching foci, depth and breadth of individual key learning area/subjects, please refer to the respective Subject Curriculum Frameworks (2025).**

6.1 Key Stage 1 (Lower Primary)

National Security Education – Related Learning Elements [Key Stage 1 (Lower Primary)]			Related Key Learning Areas / Cross Disciplinary Areas (Examples) ⁹
Overview of the Country	1.1	Build a basic knowledge of our country (e.g. know the full name of our country, the names of our capital and important cities, our common language and writing, national symbols and signs, and important festivals and commemorative days, such as National Day)	Personal, Social and Humanities Education; Arts Education; Moral, Civic and National Education
	1.2	Have a preliminary understanding of our country's history and the Chinese nation, important national events, and interesting things of our country	Personal, Social and Humanities Education; Arts Education; Moral, Civic and National Education
	1.3	Have a preliminary understanding of the profound and long-standing history of Chinese culture; and learn that it is the responsibility of all citizens to cherish and inherit Chinese culture, building cultural confidence	Chinese Language Education; Mathematics Education; Science Education; Personal, Social and Humanities Education; Arts

⁹ This column provides examples of Key Learning Areas/cross disciplinary areas in primary and secondary school curricula for schools' and teachers' reference when teaching learning elements related to national security education. For further details on key learning areas/cross disciplinary areas, please refer to the relevant Subject Curriculum Frameworks.

National Security Education – Related Learning Elements [Key Stage 1 (Lower Primary)]		Related Key Learning Areas / Cross Disciplinary Areas (Examples) ⁹
		Education; Physical Education; Moral, Civic and National Education
	1.4 Have a preliminary understanding of our country's physical geography	Personal, Social and Humanities Education; Moral, Civic and National Education
	1.5 Have a preliminary understanding and appreciation of some of our country's achievements as reflected in daily life (e.g. economy, society, culture, sports, ecological conservation and technology)	Personal, Social and Humanities Education; Moral, Civic and National Education
A Holistic Approach to National Security	1.6 Have a preliminary understanding of the importance of national security (e.g. that national security is fundamental for safeguarding a living environment where people enjoy and thrive)	Personal, Social and Humanities Education; Moral, Civic and National Education
	1.7 Learn about some major fields of national security covered by a holistic approach to national security	Chinese Language Education; English Language Education; Mathematics Education; Science Education; Personal, Social and Humanities Education; Arts

National Security Education – Related Learning Elements [Key Stage 1 (Lower Primary)]		Related Key Learning Areas / Cross Disciplinary Areas (Examples) ⁹
		Education; Physical Education; Moral, Civic and National Education
	1.8 Learn about personal safety, home safety, sports safety, traffic safety, etc., and some basic measures and responses to ensure safety, initially establishing an awareness of safety	Personal, Social and Humanities Education; Physical Education; Moral, Civic and National Education
	1.9 Have a preliminary understanding of innovation and technologies commonly used in our country and Hong Kong (e.g. electronic payments and new energy vehicles), and their application in daily life	Science Education; Personal, Social and Humanities Education; Moral, Civic and National Education
	1.10 Learn that safeguarding national security is the shared responsibility and duty of our country and all its people; and be grateful to our country for safeguarding us.	Personal, Social and Humanities Education; Moral, Civic and National Education
The Constitution, “one	1.11 Learn the origin and spirit of “one country, two systems” and the Hong Kong Basic Law	Personal, Social and Humanities Education; Moral, Civic and National Education

National Security Education – Related Learning Elements [Key Stage 1 (Lower Primary)]			Related Key Learning Areas / Cross Disciplinary Areas (Examples) ⁹
country, two systems”, the Hong Kong Basic Law and National Security	1.12	Learn that it is the government’s responsibility to maintain law and order	Personal, Social and Humanities Education; Moral, Civic and National Education
	1.13	Learn the four types of offences that endanger national security as stipulated in the HKNSL, and the name of the SNSO	Moral, Civic and National Education
	1.14	Learn that defence and foreign affairs are the responsibilities of the Central People’s Government (e.g. that the Chinese People’s Liberation Army Hong Kong Garrison is responsible for the defence of the HKSAR)	Personal, Social and Humanities Education; Moral, Civic and National Education
	1.15	Learn about the people who protect us and the work of some law enforcement agencies	Personal, Social and Humanities Education; Moral, Civic and National Education
	1.16	Learn the importance of abiding by the law (including the HKNSL and the SNSO) and regulations (e.g. school rules and traffic rules)	Personal, Social and Humanities Education; Physical Education; Moral, Civic and National Education

National Security Education – Related Learning Elements [Key Stage 1 (Lower Primary)]		Related Key Learning Areas / Cross Disciplinary Areas (Examples) ⁹
Rights Protected by Laws and the Duty to Safeguard National Security	1.17 Learn that citizens have the duty to abide by the law	Personal, Social and Humanities Education; Moral, Civic and National Education
	1.18 Develop the good habit of observing the law and regulations, building a sense of law-abidingness	Personal, Social and Humanities Education; Moral, Civic and National Education
	1.19 Have a preliminary understanding of the proper attitudes and behaviour when using technological products (e.g. avoiding excessive reliance on electronic devices and the Internet and respecting intellectual property rights); and learn the importance of protecting personal privacy and complying with online rules and codes	Science Education; Personal, Social and Humanities Education; Moral, Civic and National Education
	1.20 Love our country, Hong Kong, and the community; and be willing to strive for the security of Hong Kong	Science Education; Personal, Social and Humanities Education; Arts Education; Moral, Civic and National Education

6.2 Key Stage 2 (Upper Primary)

National Security – Related Learning Elements [Key Stage 2 (Upper Primary)]			Related Key Learning Areas / Cross Disciplinary Areas (Examples)
Overview of the Country	2.1	Learn about the important historical events of our country, the contributions of important national figures, and their patriotic spirit; and cultivate an awareness of safeguarding national unity and ethnic solidarity	Personal, Social and Humanities Education; Arts Education; Moral, Civic and National Education
	2.2	Learn about and appreciate the fine traditional Chinese culture and traditional wisdom, building cultural confidence and an awareness of inheritance; and take pride in being Chinese	Chinese Language Education; Science Education; Personal, Social and Humanities Education; Arts Education; Physical Education; Moral, Civic and National Education
	2.3	Learn about our country's national territory, geographical location and physical characteristics; and the significance of national unity and territorial integrity	Personal, Social and Humanities Education; Moral, Civic and National Education
	2.4	Learn about the political system of our country (e.g. that the socialist system is the fundamental system of the People's Republic of China; the Chinese Communist Party is the ruling party of the People's Republic of China; the National People's Congress is the highest	Personal, Social and Humanities Education; Moral, Civic and National Education

National Security – Related Learning Elements [Key Stage 2 (Upper Primary)]		Related Key Learning Areas / Cross Disciplinary Areas (Examples)
	organ of state power; the State Council, namely the Central People’s Government, is the highest state administrative organ; and the division and names of the 34 provincial administrative regions in our country)	
	2.5 Learn about and take pride in the recent development, achievements and contributions of our country (e.g. infrastructure, innovation and technology, aerospace technology, health care, ecological conservation)	English Language Education; Science Education; Personal, Social and Humanities Education; Moral, Civic and National Education
A Holistic Approach to National Security	2.6 Learn about the importance of national security (e.g. that national security is a matter of top priority for every state; national security concerns the fundamental interests of every citizen; and national security is directly related to national sovereignty and territorial integrity)	Personal, Social and Humanities Education; Moral, Civic and National Education
	2.7 Have a further understanding of the different major fields of national security covered in the holistic approach to national security; and learn that national security covers a wide range of fields	Mathematics Education; Personal, Social and Humanities Education; Moral, Civic and National Education

National Security – Related Learning Elements [Key Stage 2 (Upper Primary)]		Related Key Learning Areas / Cross Disciplinary Areas (Examples)
	2.8 Learn to identify, prevent, and deal with emergencies and potential risks, further establishing a sense of safety and vigilance against potential danger	Science Education; Personal, Social and Humanities Education; Moral, Civic and National Education
	2.9 Learn about the importance of the development of scientific and technological innovation in our country, and how they safeguard national security	Science Education; Moral, Civic and National Education
	2.10 Learn that our country is actively maintaining world peace and promoting collaborative development; and thus appreciate that our country attaches equal importance to safeguarding its own security and promoting international collective security	Personal, Social and Humanities Education; Moral, Civic and National Education
The Constitution, “one country, two systems”, the Hong	2.11 Learn about the background and significance of “one country, two systems” and the Hong Kong Basic Law	Personal, Social and Humanities Education; Moral, Civic and National Education
	2.12 Learn that safeguarding national security is a matter of the whole country (e.g. the Central Authorities have the right and duty to enact the HKNSL to safeguard the interest of our country and the people)	Personal, Social and Humanities Education; Moral, Civic and National Education

National Security – Related Learning Elements [Key Stage 2 (Upper Primary)]			Related Key Learning Areas / Cross Disciplinary Areas (Examples)
Kong Basic Law and National Security	2.13	Learn about the background and purpose of the HKNSL and the SNSO	Personal, Social and Humanities Education; Moral, Civic and National Education
	2.14	Learn the names of some agencies of the Central People's Government in Hong Kong (e.g. the Liaison Office of the Central People's Government in the Hong Kong Special Administrative Region, the Commissioner's Office of China's Foreign Ministry in the Hong Kong Special Administrative Region, the Office for Safeguarding National Security of the Central People's Government in the Hong Kong Special Administrative Region, and the Chinese People's Liberation Army Hong Kong Garrison)	Moral, Civic and National Education
	2.15	Learn that the Hong Kong Special Administrative Region Government has the responsibility to safeguard national security; and learn about the departments and agencies established under the HKNSL to safeguard national security	Personal, Social and Humanities Education; Moral, Civic and National Education
	2.16	Learn the importance of law and order in protecting the safety of our country, society and individuals, and maintaining social stability	Personal, Social and Humanities Education; Moral, Civic and National Education

National Security – Related Learning Elements [Key Stage 2 (Upper Primary)]			Related Key Learning Areas / Cross Disciplinary Areas (Examples)
Rights Protected by Laws and the Duty to Safeguard National Security	2.17	Learn about the rights and duty of Hong Kong residents under the Constitution and the Hong Kong Basic Law	Personal, Social and Humanities Education; Moral, Civic and National Education
	2.18	Learn to respect the law and regulations of our country and Hong Kong; and uphold a law-abiding attitude and behaviour in daily life	Personal, Social and Humanities Education; Arts Education; Physical Education; Moral, Civic and National Education
	2.19	Learn the personal responsibilities in the application of science and information technology; and the rules and ethical codes that need to be followed	Science Education; Moral, Civic and National Education
	2.20	Care for oneself, family, society, our country and nature; and contribute to safeguarding national security	English Language Education; Mathematics Education; Science Education; Personal, Social and Humanities Education; Arts Education; Moral, Civic and National Education

6.3 Key Stage 3 (Junior Secondary)

National Security Education – Related Learning Elements [Key Stage 3 (Junior Secondary)]		Related Key Learning Areas / Cross Disciplinary Areas (Examples)
Overview of the Country	3.1 Learn about the origin of Chinese culture with unity in diversity, development of the Chinese nation, important historical events, political changes, deeds of historic figures, and social and cultural features, cultivating an affection for and sense of belonging to our country	Personal, Social and Humanities Education; Arts Education; Moral, Civic and National Education
	3.2 Learn about the inheritance and development of our country's excellent traditional culture across various dimensions (e.g. tangible, institutional and spiritual), thereby strengthening cultural confidence	Chinese Language Education; English Language Education; Mathematics Education; Personal, Social and Humanities Education; Arts Education; Physical Education; Moral, Civic and National Education
	3.3 Understand the components of our country's territory and further understand the geographical features of our country	Personal, Social and Humanities Education; Moral, Civic and National Education

National Security Education – Related Learning Elements [Key Stage 3 (Junior Secondary)]		Related Key Learning Areas / Cross Disciplinary Areas (Examples)
	3.4 Learn about our country’s political system (e.g. the leadership role of the Communist Party of China, systems of multi-party cooperation and political consultation under the Party’s leadership, and central state organs)	Personal, Social and Humanities Education; Moral, Civic and National Education
	3.5 Learn about our country’s development and achievements in areas such as the economy, national defence, society, culture, science and technology, healthcare, transportation infrastructure, ecological conservation, bioengineering, aerospace, thereby enhancing our national pride	Science Education; Technology Education; Personal, Social and Humanities Education; Arts Education; Physical Education; Moral, Civic and National Education
A Holistic Approach to National Security	3.6 Have a further understanding of the importance of national security in ensuring people’s security, major national interests and sustainable development	Science Education; Technology Education; Personal, Social and Humanities Education; Moral, Civic and National Education

National Security Education – Related Learning Elements [Key Stage 3 (Junior Secondary)]		Related Key Learning Areas / Cross Disciplinary Areas (Examples)
	3.7 Learn about the basic content of a holistic approach to national security, including the substance ¹⁰ of “One Overall Goal” (including the major fields of national security), and the highlighted concept of “mega security”; and learn that the various fields of security (such as military security, economic security, science and technology security, cybersecurity, resource security, ecological security, biosecurity, outer space security, deep sea security, polar security) are interrelated, mutually supportive, as an organic whole	Personal, Social and Humanities Education; Moral, Civic and National Education
	3.8 Learn about the threats/challenges faced by the major fields of national security and approaches/methods to safeguard national security, establishing a sense of vigilance against potential danger	Science Education; Personal, Social and Humanities Education; Moral, Civic and National Education
	3.9 Learn about the role of science and innovation and technology industries in safeguarding national security in our country and Hong Kong	Science Education; Technology Education; Moral, Civic and National Education

¹⁰ For more information on One Overall Goal, please visit the National Security Education Day website:
https://www.nsed.gov.hk/national_security/index.php?a=safety&l=en

National Security Education – Related Learning Elements [Key Stage 3 (Junior Secondary)]		Related Key Learning Areas / Cross Disciplinary Areas (Examples)
	3.10 Learn about the importance of enhancing international common security, promoting the collective well-being of mankind, and creating a community with a shared future for mankind, through understanding the historical development of our country and the world, and our country’s participation in international affairs; and appreciate the significance of giving equal weight to development and security	Personal, Social and Humanities Education; Moral, Civic and National Education
The Constitution, “one country, two systems”, the Hong Kong Basic Law and National Security	3.11 Learn that the Constitution is the foundation of the “one country, two systems” policy; and that the Constitution and the Hong Kong Basic Law jointly form the constitutional basis of the HKSAR, which states that safeguarding national security is the constitutional responsibility of the HKSAR (e.g. the provisions on safeguarding national security by the Central Authorities and the HKSAR; national security is within the purview of the Central Authorities; and the Central Authorities has the power to directly handle matters related to safeguarding national security in Hong Kong)	Personal, Social and Humanities Education; Moral, Civic and National Education

National Security Education – Related Learning Elements [Key Stage 3 (Junior Secondary)]		Related Key Learning Areas / Cross Disciplinary Areas (Examples)
	3.12 Learn that safeguarding national security is the common responsibility of all Chinese people, including Hong Kong compatriots	Personal, Social and Humanities Education; Moral, Civic and National Education
	3.13 Learn about the close connection, mutual reinforcement, compatibility, and complementarity between the HKNSL and the SNSO	Personal, Social and Humanities Education; Moral, Civic and National Education
	3.14 Learn about the power of the organisations of the Central People’s Government in Hong Kong (e.g. the Liaison Office of the Central People’s Government in the Hong Kong Special Administrative Region, the Commissioner’s Office of China’s Foreign Ministry in the Hong Kong Special Administrative Region, the Office for Safeguarding National Security of the Central People’s Government in the Hong Kong Special Administrative Region, the Chinese People’s Liberation Army Hong Kong Garrison)	Personal, Social and Humanities Education; Moral, Civic and National Education
	3.15 Learn about the organisations established under the HKNSL in safeguarding national security in the HKSAR, and their functions	Personal, Social and Humanities Education; Moral, Civic and National Education

National Security Education – Related Learning Elements [Key Stage 3 (Junior Secondary)]		Related Key Learning Areas / Cross Disciplinary Areas (Examples)
	3.16 Learn about the importance of the HKNSL and the SNSO in safeguarding national security	Personal, Social and Humanities Education; Moral, Civic and National Education
Rights Protected by Laws and the Duty to Safeguard National Security	3.17 Learn how the Constitution, the Hong Kong Basic Law, the HKNSL and the SNSO protect the rights of Hong Kong residents and regulate the obligations they need to fulfil	Personal, Social and Humanities Education; Physical Education; Moral, Civic and National Education
	3.18 Learn and recognise that the enjoyment of the rights and freedom protected by the Constitution and the Hong Kong Basic Law comes with certain responsibilities to fulfil (e.g. the responsibility to safeguard national security)	Personal, Social and Humanities Education; Moral, Civic and National Education
	3.19 Further understand that one must observe the corresponding moral responsibilities and behave responsibly in the application of science and innovation and technology	Science Education; Technology Education; Moral, Civic and National Education
	3.20 Care about our society and our country, possess a sense of belonging, responsibility and mission to our country; and put into practice the principle that “safeguarding national security is everyone’s responsibility”	Personal, Social and Humanities Education; Moral, Civic and National Education

6.4 Key Stage 4 (Senior Secondary)

National Security Education – Related Learning Elements [Key Stage 4 (Senior Secondary)]			Related Key Learning Areas / Cross Disciplinary Areas (Examples)
Overview of the Country	4.1	Learn about the composition of the Chinese nation, and the concepts of Chinese nationality and Chinese citizenship	Citizenship and Social Development, Arts Education; Moral, Civic and National Education
	4.2	Have a deeper understanding of the important historical events of our country, political changes, deeds of important figures, overview of national development, social and cultural outlook and external exchanges, thereby fostering patriotic sentiments	Personal, Social and Humanities Education; Citizenship and Social Development; Moral, Civic and National Education
	4.3	Learn and recognise that safeguarding cultural security is a fundamental basis for maintaining national and ethnic unity, and national stability; and that equality and mutual learning among the cultures of different nations should be promoted	Chinese Language Education; English Language Education; Technology Education; Personal, Social and Humanities Education; Arts Education; Citizenship and Social Development; Moral, Civic and National Education

National Security Education – Related Learning Elements [Key Stage 4 (Senior Secondary)]		Related Key Learning Areas / Cross Disciplinary Areas (Examples)
	4.4 Have a deeper understanding of the political structure of our country (e.g. that the socialist system is the fundamental system of the People's Republic of China; the leadership of the Communist Party of China is the most essential feature of socialism with Chinese characteristics; and all power of the People's Republic of China belongs to the people)	Personal, Social and Humanities Education; Citizenship and Social Development; Moral, Civic and National Education
	4.5 Further understand and care about the achievements of our country in various aspects (e.g. society, economy, national defence, environment, diplomacy, technology, healthcare, transportation and infrastructure), and have pride in our country's achievements	Science Education; Technology Education; Personal, Social and Humanities Education; Arts Education; Physical Education; Citizenship and Social Development; Moral, Civic and National Education
A Holistic Approach to National Security	4.6 Learn that safeguarding sovereignty and territorial integrity is the cornerstone of the country's long-term security and social stability; and will also bring vibrant opportunities for Hong Kong's development	Citizenship and Social Development; Moral, Civic and National Education

National Security Education – Related Learning Elements [Key Stage 4 (Senior Secondary)]		Related Key Learning Areas / Cross Disciplinary Areas (Examples)
	4.7 Learn the essence of the holistic approach to national security ¹¹ and the importance of balancing development and security; and that the security of our country and the people can only be safeguarded by fully implementing a holistic approach to national security	Citizenship and Social Development; Moral, Civic and National Education
	4.8 Further understand the challenges and opportunities faced by our country in the process of development, thereby strengthening the sense of vigilance against potential danger in times of peace	Science Education; Technology Education; Personal, Social and Humanities Education; Citizenship and Social Development; Moral, Civic and National Education
	4.9 Have a deeper understanding of the importance of the science and innovation and technology industries in our country and Hong Kong	Science Education; Technology Education; Moral, Civic and National Education

¹¹ The essence of the holistic approach to national security can be summed up as One Overall Goal, Five Essential Elements and Five Coordination Tasks. For more details, please visit the National Security Education Day website:

A Holistic Approach to National Security: https://www.nsed.gov.hk/national_security/index.php?l=en&a=safety

Five Essential Elements: https://www.nsed.gov.hk/national_security/index.php?a=national_security_overview&l=en

Five Coordination Tasks: https://www.nsed.gov.hk/national_security/index.php?a=national_security_plan&l=en

National Security Education – Related Learning Elements [Key Stage 4 (Senior Secondary)]		Related Key Learning Areas / Cross Disciplinary Areas (Examples)
	in safeguarding national security and promoting sustainable development	
	4.10 Learn about the challenges and opportunities faced by our country when participating in international affairs (e.g. the Belt and Road Initiative, counter-terrorism, addressing climate change, tackling infectious diseases, and assisting humanitarian rescue); the concept and significance of building a community with a shared future for mankind; and have pride in our country’s contribution to the world	Technology Education; Personal, Social and Humanities Education; Citizenship and Social Development; Moral, Civic and National Education
The Constitution, “one country, two systems”, the Hong Kong Basic Law and National Security	4.11 Learn about the constitutional relationship between our country and the HKSAR (e.g. that our country has the sovereignty and jurisdiction over the HKSAR; the HKSAR is directly under the Central People’s Government; and its high degree of autonomy originates from the authorisation of the Central Government)	Citizenship and Social Development; Moral, Civic and National Education
	4.12 Learn that the Central People’s Government has the fundamental responsibility for national security affairs relating to the HKSAR	
	4.13 Have a deeper understanding that national security falls under the purview of the Central Authorities; safeguarding national security is	

National Security Education – Related Learning Elements [Key Stage 4 (Senior Secondary)]		Related Key Learning Areas / Cross Disciplinary Areas (Examples)
	a top priority for every country; and each country has its own legislation on safeguarding national security	
	4.14 Learn about our country’s policies and foci in the related fields of safeguarding national security, and the role of the Central Government in safeguarding national security	
	4.15 Learn about how the HKSAR safeguards national security (e.g. supervision from and accountability to the Central People’s Government, and the work of the HKSAR in the areas of legislation, law enforcement, judiciary and education)	
	4.16 Have a deeper understanding of the significance of the HKNSL and the SNSO in safeguarding national security and “one country, two systems” (e.g. maintaining Hong Kong’s long-term prosperity and stability, ensuring the steadfast and successful implementation of “one country, two systems”, and securing social order)	
Rights Protected by Laws and	4.17 Learn about the concepts and principles of the rule of law in HKNSL and the SNSO, facilitating further exploration and reflection on the significance of safeguarding national security	

National Security Education – Related Learning Elements [Key Stage 4 (Senior Secondary)]		Related Key Learning Areas / Cross Disciplinary Areas (Examples)
the Duty to Safeguard National Security	4.18 Learn that national security can protect the rights and freedom of the people, and that national security can be effectively safeguarded through our action	
	4.19 Learn about the potential security risks that people in our country and even the world may face in the fields of society, morality, economy, environment, science and technology, etc.; and be able to make wise decisions and judgments on relevant issues that are in line with the national interests	Science Education; Moral, Civic and National Education
	4.20 Assume our national responsibilities consciously, be patriotic and love Hong Kong, jointly safeguard national sovereignty, security and development interests; and contribute to the prosperity and stability of our country and Hong Kong	Personal, Social and Humanities Education; Citizenship and Social Development; Arts Education; Moral, Civic and National Education

7. Suggested Learning Activities that Align with the Curriculum Framework and Subject Curriculum Frameworks

- **Classroom learning:** Teachers can integrate the learning elements of national security education with the learning content of various subjects through the approaches of “organic integration” and “natural connection”, drawing on students’ life experiences or creating relevant scenarios to help them understand that national security is closely connected to their daily lives. Through adopting appropriate learning and teaching strategies and learning activities (such as questioning, discussion, sharing, reflection, and presentation), students are encouraged to think more deeply about and share the importance of safeguarding national security and methods to do so. On the “cognitive” facet, students can gain an understanding of the current domestic and international situations facing our country. On the “affective” facet, students’ awareness of the importance of safeguarding national security can be strengthened. On the “action” facet, students can develop a sense of personal responsibility and work together to safeguard national security.
- **Extended learning activities:** Schools can organise various activities with the elements of national security education incorporated, such as puppet theatres, board games, and picture book creation, in a relaxed, interesting, and interactive way, to enhance students’ understanding of national security and strengthen their awareness of safeguarding national security. Schools can also arrange project learning activities, where students, under the guidance of teachers, set study topics related to national security. Through collecting, organising and analysing data, students can deepen their understanding of national security.
- **Competitions:** Schools can organise school-based activities on key dates (e.g. the Commemoration Day for the Promulgation of the Basic Law, National Security Education Day, the Anniversary of the Promulgation of the HKNSL, the Anniversary of the Founding of the Communist Party of China, the HKSAR Establishment Day, the Chinese

People's Liberation Army Day, the National Day, the Constitution Day); and arrange students to participate in inter-school, territory-wide or national competitions to unleash their creativity and showcase what they have learned, creating a favourable atmosphere on campus to enhance the promotion of national security education.

Further reading:

National Security Education Resource Webpage – Circulars / Circular Memorandums

<https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/moral-civic/nse/circulars.html>



Web-based Resource Platform “National Education One-stop Portal” – Event Planning Calendar

<https://cbleportal.edb.edcity.hk/index.php?class=index&func=cate&cateid=137&selectlangtype=3>



- **Visits and study tours:** In alignment with the learning content of the curriculum, organise visits and study tours outside the classroom, enabling students to appreciate the importance of national security and gain a deeper understanding of national security. For example, arrangements can be made for students to visit the Office of the Commissioner of the Ministry of Foreign Affairs of the People's Republic of China in the Hong Kong Special Administrative Region to learn more about our country's diplomatic history and the consular protection provided by our country; the various themed museums related to national security (e.g. the National Security Exhibition Gallery and the Hong Kong Museum of the War of Resistance and Coastal Defence); the sites related to national security, revolutionary history and War of Resistance Against Japanese Aggression history located in various districts of Hong Kong (e.g. the Memorial Monument for Martyrs during World War II at Wu Kau Tang and the Memorial Monuments

for Sai Kung Martyrs During World War II in Tsam Chuk Wan) to deepen students' understanding of important national historical events and the relationship between Hong Kong's development and the national overall situation; the Chinese People's Liberation Army Hong Kong Garrison Exhibition Centre and barracks on their open days, and the bases of the various disciplinary forces in Hong Kong to enrich students' knowledge on national defence and foster their respect to soldiers' spirit in serving the people.

Further reading:

Web-based Resource Platform “National Education One-stop Portal” – Museum Learning
[https://cbleportal.edb.edcity.hk/index.php?class=index&func=cate&cateid=105&motype=0&page=1](https://cbleportal.edb.edcity.hk/index.php?class=index&func=cate&cateid=105&motype=0&page=1&selectlangtype=3)
[&selectlangtype=3](#)



- **Mainland exchange:** Throughout the years, both primary and secondary schools have, in alignment with the curriculum, accumulated a rich experience in organising Mainland exchange activities, with remarkable results. Schools can optimise the design by incorporating elements of national security education in Mainland exchanges, such as visits to “red resource” (e.g. the Museum of the War of Chinese People's Resistance Against Japanese Aggression, the Museum of the Communist Party of China, the Opium War Museum, the Guangdong Memorial Hall of East River Column, and “Patriotism Education Demonstration Bases” in various provinces and cities across the country) to enhance students' sense of national identity, strengthen their patriotic sentiments and sense of responsibility for our country and the nation, and raise their awareness of safeguarding national security.

Further reading:

“Passing on the Torch” National Education Activity Series

<https://www.passontorch.org.hk/en/index.html>



Citizenship and Social Development Mainland Tours Page (Chinese version only)

<https://cs.edb.edcity.hk/tc/mst.php>



8. Guidelines on the Use of the Curriculum Framework and Subject Curriculum Frameworks

- Curriculum leaders of schools should develop a holistic plan for the curriculum according to the learning elements listed in this Curriculum Framework to lead and coordinate all teachers to promote national security education within and beyond the classroom by referring to the learning elements and recommended learning activities set out in the Subject Curriculum Framework. Curriculum leaders should also refer to other relevant Education Bureau curriculum documents to implement national security education more effectively. The concept and substance of national security will be updated in response to the needs of national development. As the Education Bureau will continue to review and optimise the guidelines and curriculum documents, curriculum leaders should timely review and reflect on the implementation of national security education in schools and adjust their curriculum plan as needed, to ensure clear division of duties among committees and subject panels, and enhance effectiveness.
- When promoting national security education in classroom teaching, teachers should connect the learning elements of national security education with the curriculum objectives and learning goals of the subjects they teach, and select appropriate entry points to integrate national security education into students' learning experience. Schools should note that the major fields of national security are not meant to be used as a checklist for checking the learning content of national security education.
- At present, national security-related topics have been explicitly stipulated in the Personal, Social and Humanities Education Key Learning Area in all primary and secondary schools in subjects, such as the Primary Humanities, Junior Secondary Citizenship, Economics and Society, and Senior Secondary Citizenship and Social Development, with the effect of having a smooth vertical interface between primary and secondary education; national security-related content is also covered in individual subjects of other Key Learning Areas. These subjects complement one another,

broadening the horizontal scope of national security education for students. Schools should note that the curriculum objectives and learning goals of each Key Learning Area / subject vary, the foci and suggestions set out in the respective Subject Curriculum Framework also vary.

- To implement the whole-school approach, schools should promote cross-disciplinary collaboration, allowing teachers of different subjects and groups to jointly coordinate or collaborate in organising whole school activities. In addition, to achieve the learning objectives of these Mainland exchanges activities, all teachers should serve as accompanying teachers for various types of students' Mainland exchange activities, and act as facilitators of student learning before, during and after the activities. They should provide professional support and guidance for students' learning, help them grasp the key learning points and guide them to reflect on what they have learned, thereby deepening their understanding of our country's history and development, broadening their horizons, so as to achieve the learning objectives of Mainland exchange activities.
- To continuously deepen national security education, schools should make use of a variety of self-evaluation information and data, both qualitative and quantitative (including assessment data, teachers' observation of students' performance in relevant classroom / learning activities, students' reflection reports and learning portfolios from Mainland exchange programmes and other life-wide learning activities, and data from relevant subscales of the Assessment Program for Affective and Social Outcomes), to understand students' learning outcomes and review the effectiveness of their work on national security education in a comprehensive manner, in order to inform and enhance future planning.

9. Conclusion

National security is an important cornerstone for the peace and stability of a nation and is closely related to us. The focus of national security education is to formulate appropriate learning foci based on the knowledge and abilities required by students at different learning stages, so that students can acquire the knowledge of national security progressively, fostering an awareness of and sense of responsibility for safeguarding national security.

To implement national security education in primary and secondary schools effectively, the leadership and planning at the school level, active participation of all teachers, and collaboration among different stakeholders are essential. We sincerely thank schools for their active planning and implementation in the past few years, and teachers for their role modelling, offering valuable insights and serving as educators on national education. They have worked together with us with commitment, contributing to the promotion of national security education to ensure its smooth implementation. Moreover, the participation and support of stakeholders from various sectors of the society, the cooperation between families and schools, and the joint efforts of government departments and non-governmental organisations, have helped promote national security education continuously with remarkable results. We look forward to continued collaboration among various sectors to create more opportunities for students to learn about the situation and development of our country, cultivating an atmosphere of patriotism and love for Hong Kong, to further enhance the implementation and development of national security education.

Building on the good foundation in the implementation of national security education in primary and secondary schools, the Education Bureau will, in line with our national policy, continue to promote national security education and patriotic education

through rendering active support to schools in adopting the methods of “organic integration”, “natural connection”, “diversified strategies”, “mutual co-ordination”, “learning within and beyond the classroom”, and “whole-school participation”, to guide students to fully and accurately understand “one country, two systems”, appreciate the long history of our excellent traditional culture, enhance cultural confidence, and consciously uphold national reunification and the solidarity of all ethnic groups in our country, while working together to safeguard national security, sovereignty and development interests.

The substance and major fields of national security will be adjusted and updated according to the development of the society. The 2025 edition of the Curriculum Framework and Subject Curriculum Frameworks have been updated with the latest information and will be updated in due course. Schools and the public are welcome to provide comments or updated information to jointly promote the development of national security education and nurture talents who are patriotic and love Hong Kong.

Education Bureau
May 2025

Disclaimer:

- *In case of any discrepancy in the meaning of wording between the English text and the Chinese text, the Chinese text shall prevail.*
- *Some sources are not translated into English as the official English version is not available.*

Related References and Online Resources¹²

Title and URL	QR code
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¹² All references listed are just examples for readers’ reference.

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- **National Security Education Day website**

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- **Safeguarding National Security in Hong Kong**

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- **“The Truth About the Hong Kong Amendment Bill Movement”**

<https://www.nsed.gov.hk/hkp/en/>



- **The 5th Anniversary of the Promulgation and Implementation of the Hong Kong National Security Law Online Exhibition**

<https://nslexhibition.hk>

