

Personal, Social and Humanities Education Key Learning Area: Ethics and Religious Studies

Curriculum Framework of National Security Education (2025)

Introduction

This Curriculum Framework¹ illustrates in tabular form how learning in Ethics and Religious Studies can be connected to related learning elements of national security education to facilitate the planning of the learning content of national security education in schools. Schools should integrate national security education into the curriculum planning and learning and teaching of this subject through “organic integration”, “natural connection”, “diversified strategies”, “mutual coordination”, “learning within and beyond the classroom” and “whole-school participation”. In addition, schools should also refer to the *Curriculum Framework of National Security Education in Hong Kong (2025)* and other relevant curriculum documents to implement national security education more effectively.

1. Overall Teaching Foci

- 1.1 The learning objectives and goals of the Ethics and Religious Studies curriculum include enhancing students’ social awareness and leveraging religion for the benefit of the community. Students are provided the opportunity to explore local society and its communities, further understand the social and cultural landscape at the national level and appreciate the role and contribution of religion in benefiting individuals, local society and our country.
- 1.2 Learning outcomes of the Ethics and Religious Studies curriculum include identifying and prioritising values and virtues (including those of traditional Chinese culture). Through relevant ethical discussions and moral reasoning, students appreciate how traditional

¹ The content of this framework is set out in the form of examples. Schools should adopt or adapt the relevant suggestions based on students’ learning needs and abilities.

Chinese culture offers insights into the challenges faced in modern society, thereby developing cultural confidence and national identity.

1.3 The Ethics and Religious Studies curriculum provides opportunities for students to explore topics such as bioethics and environmental ethics, which enhances their understanding of the major fields of national security.

2. Learning Foci

Personal, Social and Humanities Education Key Learning Area: Ethics and Religious Studies [Key Stage 4 (Senior Secondary)]		Curriculum Framework of National Security Education in Hong Kong (2025)
Learning Units (Examples)	Learning Elements (Examples)	Related Learning Elements / Major Fields of National Security (Examples)
The Nature of Morality / Pluralism	<ul style="list-style-type: none"> Normative Ethics: Chinese and Western values <ul style="list-style-type: none"> ➤ Teachers can explain to students how different ethnic groups and countries develop their own value systems based on their own cultural traditions. We may make reference to values from other places but there is no need to adopt them blindly or reject them outright. Teachers can emphasise that we should embrace the strengths of other cultures with an inclusive attitude and promote the 	<ul style="list-style-type: none"> 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 Related major field of national security: Cultural Security

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	<p>development of civilisation through innovation so that our own traditional culture and values can continue to evolve and keep pace with the times</p>	
<p>Bioethics</p>	<ul style="list-style-type: none"> • Genetic engineering <ul style="list-style-type: none"> ➤ Teachers can give students a basic introduction of genetic engineering and the ethical arguments for and against it ➤ Teachers can highlight the impact of scientific and technological development on society and culture and emphasise the importance of 	<ul style="list-style-type: none"> • 4.7 Learn the essence of the holistic approach to national security 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 • 4.19 Learn about the potential security risks that people in our country and

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	<p>safety considerations and measures when applying technology, such as safeguarding biosecurity by preventing genetically contaminated species from disrupting the ecological balance</p>	<p>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</p> <ul style="list-style-type: none"> • Related major fields of national security: Ecological Security, Resources Security, Biosecurity
<p>Environmental Ethics</p>	<ul style="list-style-type: none"> • Pollution and consumerism <ul style="list-style-type: none"> ➤ Teachers can lead students to explore the causes of environmental pollution and the consequences of 	<ul style="list-style-type: none"> • 4.7 Learn the essence of the holistic approach to national security and the importance of balancing development and security; and that the security of

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	<p>commercial consumption, evaluate how materialistic values influence the relationship between human society and the environment and guide students to consider how personal lifestyles impact ecological security and resource security</p> <ul style="list-style-type: none"> • Biodiversity and conservation <ul style="list-style-type: none"> ➤ Teachers can teach students the instrumental and intrinsic value of nature: arguments supporting the maintenance of ecological balance and biodiversity, the importance of conservation to environmental 	<p>our country and the people can only be safeguarded by fully implementing a holistic approach to national security</p> <ul style="list-style-type: none"> • 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 • Related major fields of national security: Ecological Security, Resource Security, Biosecurity

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	<p>protection and the interdependence between organisms and the environment. Students should understand and practise environmental conservation and resource conservation and take personal action to safeguard ecological security</p>	
Media Ethics	<ul style="list-style-type: none"> Freedom of speech and editorial independence <ul style="list-style-type: none"> ➤ Teachers can teach students about the power of free speech and the potential abuse of it by the media and individuals. For example, spreading 	<ul style="list-style-type: none"> 4.7 Learn the essence of the holistic approach to national security 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

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	<p>false information can lead to hatred, social panic and even social unrest. Teachers can also guide students to reflect on how the abuse of free speech can affect societal security and even political security</p> <ul style="list-style-type: none"> Media Ethics issues <ul style="list-style-type: none"> Teachers can remind students of the dangers of misleading information, indoctrination, and emotive provocation, explore arguments for and against censorship and how to strike a balance between protecting 	<p>holistic approach to national security</p> <ul style="list-style-type: none"> 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 Related major fields of national security: Cybersecurity, Political Security, Societal Security

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	<p>freedom, privacy and public interest while safeguarding national security</p> <p>➤ Teachers can guide students in analysing the reporting methods used by various media. By analysing the credibility and accuracy of information with a rational, multi-perspective and critical attitude, students can understand that the dissemination of false information can have negative consequences for individuals, society and our country. This raises their awareness of safeguarding national security and</p>	

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Learning Units (Examples)	Learning Elements (Examples)	Related Learning Elements / Major Fields of National Security (Examples)
	abiding by the law	
Human Rights	<ul style="list-style-type: none"> • Nature of rights <ul style="list-style-type: none"> ➤ Teachers can teach students the concepts of rights and duties, rights and the rule of law, and the relationships between them. They can also teach students that the protection of their rights requires them to also perform their duties (e.g. the protection of others' rights and performance of national security duties) 	<ul style="list-style-type: none"> • 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 • Related major field of national security: Societal Security

3. Suggested Learning and Teaching Activities (Examples) (Senior Secondary)

The following are merely examples. Teachers can design appropriate activities based on the school context and subject characteristics to promote national security education.

✧ Classroom learning

- [In connection with Topic B: Bioethics or C: Environmental Ethics] Teachers can introduce students to the ethical controversies about genetic engineering or how religious teachings can provide a moral foundation for sustainable development, thereby helping students understand the importance of biosecurity and ecological security.

✧ Extended learning activities

- Collaborate with the subjects of the Technology Education KLA to design booth games to introduce the importance of cybersecurity to secondary students and methods to cultivate their media and information literacy.

✧ Visits

- [In connection with Topic A: Normative Ethics: Chinese and Western values] Arrange students to visit religious sites with traditional Chinese architectural styles, such as the Temple of Tao Fong Shan in Sha Tin, SKH Holy Trinity Cathedral, St. Joseph's Chapel in Yim Tin Tsai, Sai Kung, Wong Tai Sin Temple, Tsz Shan Monastery, Nan Lian Garden and Confucius Hall. Through project learning, students collect and analyse the Chinese cultural elements embodied in these buildings. This deepens students' understanding and appreciation of the long history, inclusiveness, and unique religious and aesthetic characteristics of Chinese culture, fostering cultural confidence and a sense of responsibility for safeguarding cultural security.

Disclaimer:

- *In case of any discrepancy in the meaning of wording between the English text and the Chinese text, the Chinese text shall prevail.*