

# **Personal, Social and Humanities Education Key Learning Area: Primary Humanities Curriculum Framework of National Security Education (2025)**

## **Introduction**

This Curriculum Framework<sup>1</sup> illustrates in tabular form how learning in Primary Humanities can be connected to related learning elements of national security education. To cater to students' abilities and learning needs, this Curriculum Framework is divided into two key learning stages, allowing students to learn progressively and facilitating schools in planning the learning content of national security education. 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 strands of Primary Humanities (“Health and Living”, “Environment and Living”, “Financial Management and Economy”, “Community and Citizenship”, “Our Country and Me” and “The World and Me”) provide a foundation for students to understand their roles and responsibilities within their families, society and country, helping them develop knowledge and values related to national security, including a sense of nationhood, national identity, law-abiding values, rights and obligations and a sense of

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<sup>1</sup> 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.

responsibility, and become future leaders who are morally and intellectually competent and love our country, Hong Kong and their families.

- 1.2 To cultivate a sense of nationhood and national identity, this subject uses interesting stories, topics relevant to daily life, and important national events to enhance students' understanding of and interest in national symbols, history, the Chinese nation and culture and our country's development. This overall approach enhances students' understanding of and identification with our country and fosters a sense of belonging to our people and country, so that they contribute to society and our country in the future.
- 1.3 To foster a sense of law-abidingness, rights and obligations, and responsibilities, this subject uses examples and theme-based teaching closely related to daily life to promote Constitution and Basic Law education. This allows students to understand the constitutional background of the Basic Law, the significance of "one country, two systems" and the relationship between the Central Authorities and the Hong Kong Special Administrative Region, thereby raising them to be responsible citizens with a strong sense of nationhood and respect the rule of law.
- 1.4 Schools should select appropriate topics according to students' abilities and interests to introduce and connect the major fields of national security, allowing students to continue to deepen and develop their understanding throughout the secondary school years.

Note: The "learning units" and "learning elements" in the table below correspond to the "essential learning content" and "learning content description" in the Primary Humanities curriculum respectively. Teachers can refer to the suggested learning activities / teaching recommendations in the "Primary Humanities Curriculum Guide" when planning the curriculum, learning and teaching activities within and beyond the classroom.

## 2. Learning Foci

<b>Personal, Social and Humanities Education Key Learning Area: Primary Humanities [Key Stage 1 (Lower Primary)]</b>		<b>Curriculum Framework of National Security Education in Hong Kong (2025)</b>
<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
<p>1.6.1 Developing basic knowledge of our country and cultivating a sense of nationhood</p> <p>1.6.2 Observing the etiquette when attending a national flag-raising ceremony and when the national anthem is being played and sung</p>	<ul style="list-style-type: none"> <li>• Know that the full name of our country is “The People’s Republic of China” and our country is also known as China (1.6.1)</li> <li>• Identify the national flag, national emblem and national anthem; know how to sing the national anthem (1.6.2)</li> <li>• Know how to protect the national and regional flags and emblems, and that the law prohibits damaging or defacing the national and regional flags and emblems (1.6.2)</li> <li>• Observe the relevant etiquette when attending a national flag-raising ceremony and when the national anthem is being played and sung (1.6.2)</li> </ul>	<ul style="list-style-type: none"> <li>• 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)</li> <li>• 1.7 Learn about some major fields of national security covered by a holistic approach to national security: Political Security, Homeland Security</li> </ul>

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<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
<p>2.8.2 My home country - national flag and national emblem, national anthem, and some important dates</p> <p>2.8.3 Establishment of the HKSAR and local symbols (e.g. regional flag, regional emblem) of the HKSAR</p>	<ul style="list-style-type: none"> <li>• Learn about the national flag, national emblem and national anthem, and the meaning of flag raising (2.8.2)</li> <li>• Develop basic knowledge about the regional flag and regional emblem (2.8.3)</li> <li>• Learn about the occasions when the national flag and regional flag are raised and the national anthem is played and sung (e.g. the National Day, the National Security Education Day, the Constitution Day, the HKSAR Establishment Day, major sports events) and the locations (e.g. Government premises and schools) (2.8.3)</li> <li>• Learn to respect and protect the national flag and national emblem as well as the regional flag and regional emblem, cultivate in students a sense of</li> </ul>	

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<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
<p>3.6.2 Symbols of the HKSAR (regional flag and regional emblem) and their meanings</p> <p>3.10.2 My home country: capital and important cities</p>	<p>nationhood and national identity (2.8.2, 2.8.3)</p> <ul style="list-style-type: none"> <li>• Learn about the National Day and the HKSAR Establishment Day, enhance students' understanding of our country and national identity, cultivate students a sense of belonging to our country as well as a sense of nationhood (2.8.2, 2.8.3)</li> <li>• Recognise and differentiate between the national and regional flags, recognise the characteristics of the regional flag and regional emblem and know their meanings, and learn to abide by the relevant laws (3.6.2)</li> <li>• Learn about the capital and important cities of our country (e.g. Xi'an, Chengdu, Shanghai,</li> </ul>	



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<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
2.7.6 Some significant or interesting events/things of our country  2.8.1 Understanding the Han culture through Hong Kong Lei Cheng Uk Han Tomb  3.10.2 My home country: capital and important cities  3.11.1 Our country is a unified multi-ethnic country. Respecting	<ul style="list-style-type: none"> <li>• Understand the story of giant pandas and the importance of preserving the ecological environment for the development of our country (2.7.6)</li> <li>• Understand that Hong Kong has been an inalienable part of China since ancient times through understanding the Han culture from Lei Cheng Uk Han Tomb (2.8.1)</li> <li>• Learn about things that represent our country and some interesting events or things (e.g. Chinese cuisine), and develop nationhood and enhance national identity (3.10.2)</li> <li>• Know that our country is a unified multi-ethnic country with a time-honoured history and culture (3.11.1)</li> </ul>	

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<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
<p>the culture and living habits of other ethnic groups</p> <p>3.11.2 Important dynasties in Chinese history: the Han Dynasty</p> <p>3.11.3 Figures and stories having an important impact on Chinese history</p>	<ul style="list-style-type: none"> <li>• Learn to respect the customs and lifestyles of different ethnic groups (3.11.1)</li> <li>• Through the story of Zhang Qian's travel to the Western Regions, learn about the remarkable contributions of Chinese historical figures to promoting the development of Chinese culture and foreign exchanges, gain a basic understanding of the history of the Han Dynasty, raise students' interest in learning national history, and enhance their sense of national identity (3.11.2, 3.11.3)</li> </ul>	
<p>1.3.1 Family members</p>	<ul style="list-style-type: none"> <li>• Learn about family names, native places and hometowns (1.3.1)</li> <li>• Learn about the Chinese traditional virtues and</li> </ul>	<ul style="list-style-type: none"> <li>• 1.3 Have a preliminary understanding of the profound and long-standing history of Chinese culture; and learn that it is the</li> </ul>



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<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
<p>1.3.2 Living with family members</p> <p>1.5.1 Characteristics of Chinese culture</p> <p>2.3.1 Traditional Chinese toys</p>	<p>know how to be respectful and loving towards our parents and respect elders, cultivate filial piety (1.3.2)</p> <ul style="list-style-type: none"> <li>• Learn about the origins, customs and the splendid Chinese culture of traditional Chinese festivals and ancient Chinese stories and understand the importance of protecting and inheriting Chinese culture (1.5.1)</li> <li>• Develop a basic understanding of Chinese calligraphy as one of the features of Chinese culture (1.5.1)</li> <li>• Learn about the traditional Chinese toys and games and their related cultural characteristics (2.3.1)</li> </ul>	<p>responsibility of all citizens to cherish and inherit Chinese culture, building cultural confidence</p> <ul style="list-style-type: none"> <li>• 1.7 Learn about some major fields of national security covered by a holistic approach to national security: Cultural Security</li> </ul>

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<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
2.7.2 Characteristics of Chinese culture (e.g. origin of Chinese characters)  2.7.5 Ancient Chinese inventions          3.9.1 Historic landmarks and natural landscapes of Hong Kong          3.11.4 Characteristics of Chinese culture	<ul style="list-style-type: none"> <li>• Understand the major features of Chinese culture and the important creations and inventions (2.7.2)</li> <li>• Understand the four great ancient inventions of our country (papermaking, printing, the compass and gunpowder), their influences and the stories of the inventors (2.7.5)</li> <li>• Understand the cultural heritage of Hong Kong (e.g. Tai Hang fire dragon dance, Tai O dragon boat water parade) (3.9.1)</li> <li>• Learn about historical figures and stories (Confucius, Hua Tuo, Ji Bu) that promote traditional Chinese virtues, and nurture students traditional virtues (3.11.4)</li> <li>• Learn about the importance of conserving and</li> </ul>	

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<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
	inheriting Chinese culture (e.g. Pingyao Ancient City, the Palace in Beijing, the Dunhuang Caves) (3.11.4)	
1.6.1 Developing basic knowledge of our country and cultivating a sense of nationhood  3.10.1 Basic understanding of our country's territory	<ul style="list-style-type: none"> <li>• Know that Beijing is the national capital and recognise its geographical location on the map of our country (1.6.1)</li> <li>• Recognise that the Hong Kong Special Administrative Region (HKSAR) is part of our country and know its geographical location on the map of our country (1.6.1)</li> <li>• Develop basic knowledge about our country's territory, and understand the vastness of our country and the importance of defending the territory (3.10.1)</li> </ul>	<ul style="list-style-type: none"> <li>• 1.4 Have a preliminary understanding of our country's physical geography</li> <li>• 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)</li> <li>• 1.7 Learn about some major fields of national security covered by a holistic approach to national security: Homeland</li> </ul>

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<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
3.10.3 Understanding our country's famous mountains, rivers, scenic spots and historic landmarks	<ul style="list-style-type: none"> <li>Learn about and protect our country's famous mountains, rivers, scenic spots and historic landmarks (e.g. Wolong National Nature Reserve, Huangguoshu Waterfall, Dujiangyan), and know that there are a lot of World Heritage Sites in our country. Cultivate a caring attitude towards the famous mountains, rivers, scenic spots and historic landmarks (3.10.3)</li> </ul>	Security, Cultural Security, Resource Security, Ecological Security
2.7.4 Figures and stories having an important impact on Chinese history (e.g. Qin Shi Huang and the Great Wall)	<ul style="list-style-type: none"> <li>Understand that safeguarding national security is the prime responsibility of a country through historical stories (construction of the Great Wall) (2.7.3, 2.7.4)</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> <li>1.7 Learn about some major fields of</li> </ul>

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<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
		national security covered by a holistic approach to national security: Political Security, Resource Security, Ecological Security, Cultural Security
1.4.4 General safety measures in everyday life (e.g. home safety) 2.4.3 Ways of seeking help in our community in case of emergencies (e.g. fires, safety) 3.1.3 Decision-making in simple dilemmas 3.2.2 General safety measures in everyday life (e.g. sports safety)	<ul style="list-style-type: none"> <li>• Understand energy and home safety (e.g. fires, emergency response) (1.4.4)</li> <li>• Learn ways to seek help when facing problems, know the people to turn to for help in the community in case of emergencies (2.4.3)</li> <li>• Develop an awareness of personal safety and know how to reject inappropriate requests from friends (3.1.3)</li> <li>• Learn about sports safety (3.2.2)</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 1.7 Learn about some major fields of national security covered by a holistic approach to national security: Societal Security</li> </ul>

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<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
<p>1.1.7 Using information technology ethically (e.g. safe and healthy use of mobile devices)</p> <p>1.2.3 Impact of Internet communications on health and everyday life</p>	<ul style="list-style-type: none"> <li>• Learn about the network facilities at school and their uses, the proper attitudes towards the use of information and learn to use the Internet and mobile devices safely (1.1.7)</li> <li>• Understand the impact of Internet addiction on one's work and rest, and start to pay attention to the need for safe, proper and healthy use of computing devices (1.1.7)</li> <li>• Understand the impact of Internet activities on work, rest and health, the need to protect the eyes and the posture and pay attention to the duration when using electronic devices, the protection of the spine, and not to get addicted to the Internet (1.2.3)</li> <li>• Learn about the safety measures for using</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Related major fields of national security: Societal Security, Cybersecurity</li> </ul>



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<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
3.6.4 The importance of law and order, basic knowledge about the National Security Law and its importance to Hong Kong	<p>Government's responsibility to maintain law and order and citizens can also contribute to it (2.5.1)</p> <ul style="list-style-type: none"> <li>Observe law and order and be a good citizen (3.6.4)</li> </ul>	<ul style="list-style-type: none"> <li>1.15 Learn about the people who protect us and the work of some law enforcement agencies</li> <li>1.17 Learn that citizens have the duty to abide by the law</li> <li>1.7 Learn about some major fields of national security covered by a holistic approach to national security: Societal Security</li> </ul>
3.6.1 Origin of the Basic Law and "one country, two systems" (e.g. travel documents, currencies)	<ul style="list-style-type: none"> <li>Develop a basic understanding of the origin of the principle of "one country, two systems" and the Basic Law (3.6.1)</li> <li>Know that our country resumed the exercise of sovereignty over Hong Kong and established the</li> </ul>	<ul style="list-style-type: none"> <li>1.11 Learn the origin and spirit of "one country, two systems" and the Hong Kong Basic Law</li> <li>1.7 Learn about some major fields of national security covered by a holistic</li> </ul>



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<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
3.6.3 The importance of the Basic Law to the lives of Hong Kong residents	<p>HKSAR on 1 July 1997, and understand that the principle of “one country, two systems” is implemented in the HKSAR (3.6.1)</p> <ul style="list-style-type: none"> <li>• Recognise examples of the “one country, two systems” in everyday life (3.6.1)</li> <li>• Understand the importance of the Basic Law in safeguarding our lives (3.6.3)</li> </ul>	<p>approach to national security: Political Security</p>
3.6.5 Understanding the Chinese People’s Liberation Army Hong Kong Garrison and Hong Kong’s defence	<ul style="list-style-type: none"> <li>• Know that the Central People's Government is responsible for the defence of the HKSAR, while the HKSAR Government is responsible for the maintenance of public order in Hong Kong (3.6.5)</li> <li>• Know that the Chinese People’s Liberation Army</li> </ul>	<ul style="list-style-type: none"> <li>• 1.12 Learn that it is the government’s responsibility to maintain law and order</li> <li>• 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</li> </ul>

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<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
	<p>Hong Kong Garrison is responsible for Hong Kong's defence (3.6.5)</p> <ul style="list-style-type: none"> <li>Know that the Chinese People's Liberation Army Hong Kong Garrison has been stationed in Hong Kong since 1 July 1997, and the Central People's Government bears the expenses of the Hong Kong Garrison (3.6.5)</li> </ul>	<p>Garrison is responsible for the defence of the HKSAR)</p> <ul style="list-style-type: none"> <li>1.7 Learn about some major fields of national security covered by a holistic approach to national security: Homeland Security, Military Security, Societal Security</li> </ul>
<p>1.1.5 The importance of rules</p> <p>3.6.4 The importance of law and order, basic knowledge about the National Security Law and its importance to Hong Kong</p>	<ul style="list-style-type: none"> <li>Understand the importance of school regulations and discipline, and be willing to observe class and school regulations (1.1.5)</li> <li>Observe law and order and be a good citizen (3.6.4)</li> <li>Know what the National Security Law is and its importance to Hong Kong (3.6.4)</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> <li>1.18 Develop the good habit of observing the law and regulations, building a sense of law-abidingness</li> </ul>

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		<ul style="list-style-type: none"> <li>1.7 Learn about some major fields of national security covered by a holistic approach to national security: Societal Security</li> </ul>
2.6.3 Develop environmentally-friendly living habits in everyday life, care for the environment and ways of conserving resources  3.3.1 How the natural environment in the community affects people's life	<ul style="list-style-type: none"> <li>Learn to observe rules in the countryside and protect the environment (e.g. waste reduction) (2.6.3)</li> <li>Know that natural resources are limited, and understand that sufficient natural resources and a good ecological environment are essential to the</li> </ul>	<ul style="list-style-type: none"> <li>1.20 Love our country, Hong Kong, and the community; and be willing to strive for the security of Hong Kong</li> <li>1.7 Learn about some major fields of national security covered by a holistic approach to national security: Ecological Security, Resource Security</li> </ul>

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<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
3.3.2 Care for the environment and ways of conserving resources (e.g. reducing electricity use, waste reduction) 3.9.1 Historic landmarks and natural landscapes of Hong Kong	development of society and our country (3.3.1) <ul style="list-style-type: none"> <li>• Recognise the ways of protecting the environment and conserving resources (3.3.2)</li> <li>• Learn about ways to care for and conserve the natural environment (3.9.1)</li> </ul>	

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<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
<p>4.4.1 Important dynasties in Chinese history: Tang, Song, Yuan</p> <p>4.4.2 Knowing Chinese history and culture through monuments in Hong Kong</p> <p>4.4.3 Figures and stories having an important impact on Chinese history</p>	<ul style="list-style-type: none"> <li>• Learn about the external influence of the golden age of the Tang Dynasty, Xuanzang's Journey to the West and his contribution to promoting Sino-Indian cultural exchange, the impact of the Tang Dynasty culture on Asian countries (4.4.1, 4.4.2, 4.4.3)</li> <li>• Understand the economy and society of the Song Dynasty (e.g. observing the prosperity of society and people's livelihood from the painting "Riverside Scene at Qingming Festival", learning about the prosperity of maritime trade in the Song Dynasty from the archaeological Quanzhou maritime vessels excavated) (4.4.1)</li> <li>• Learn about the deeds of the famous national hero and renowned Southern Song general Yue</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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: Political Security, Homeland Security, Cultural Security</li> </ul>

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<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
4.5.1 The history and social development of Hong Kong	<p>Fei / the famous minister Wen Tianxiang, and appreciate his great nobility of loving our country (4.4.1, 4.4.2, 4.4.3)</p> <ul style="list-style-type: none"> <li>• Learn about Hong Kong in the Song Dynasty, including understanding Chinese culture from walled villages, the allusions to Sung Wong Toi and the nearby monuments; understand that there is an inseparable relationship between our country and Hong Kong through studying Hong Kong's monuments and artefacts (4.4.1, 4.4.2, 4.4.3)</li> <li>• Understand the history and impact of the rampancy of piracy in the Qing Dynasty from the historical forts (4.5.1)</li> </ul>	

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<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
<p>5.5.1 Important dynasties in Chinese history: the Ming Dynasty</p> <p>5.5.2 Figures and stories having an important impact on Chinese history</p> <p>6.3.1 Important dynasties in Chinese history: the Qing Dynasty</p>	<ul style="list-style-type: none"> <li>• Learn about the story of Zheng He and the Maritime Silk Road in the Ming Dynasty, and understand that his voyages to the West played an extremely important role in the history of the development of maritime trade of the Chinese nation (5.5.1, 5.5.2)</li> <li>• Learn about the story of Li Shizhen and the “Compendium of Materia Medica”, his persistence in studying medicine and his perseverance in becoming an important figure in traditional Chinese medicine (5.5.1, 5.5.2)</li> <li>• Learn about the overview of the golden age of the early Qing Dynasty and the causes and impact of the Opium Wars (6.3.1, 6.3.2, 6.3.3)</li> <li>• Learn about Jeme Tien Yow and the development</li> </ul>	

<b>Personal, Social and Humanities Education Key Learning Area: Primary Humanities [Key Stage 2 (Upper Primary)]</b>		<b>Curriculum Framework of National Security Education in Hong Kong (2025)</b>
<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
<p>6.3.2 Figures and stories having an important impact on Chinese history</p> <p>6.3.3 Major historical events having an impact on society today</p>	<p>of railways in our country. Learn about Dr Sun Yat-sen and the 1911 Revolution (6.3.1, 6.3.2, 6.3.3)</p> <ul style="list-style-type: none"> <li>• Understand the causes of the Japanese invasion on China and the development during the War of Resistance against Japanese Aggression (including the September 18 Incident, the July 7 Incident, and the Nanjing Massacre), as well as the history about the contributions from all walks of life in Hong Kong (including the Hong Kong Independent Battalion of the Dongjiang Column) during the War of Resistance against Japanese Aggression, and understand the importance of national unity and ethnic solidarity (6.3.3)</li> <li>• Learn about the founding of the People's</li> </ul>	



<b>Personal, Social and Humanities Education Key Learning Area: Primary Humanities [Key Stage 2 (Upper Primary)]</b>		<b>Curriculum Framework of National Security Education in Hong Kong (2025)</b>
<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
6.3.4 The latest development of our country (e.g. development of poverty alleviation, urbanisation, transportation, achievements in combating desertification, aerospace technology)	<p>Republic of China (6.3.3)</p> <ul style="list-style-type: none"> <li>• Learn about the contemporary figures in our country and their achievements (e.g. the diligent and perseverant Yuan Longping), appreciate the patriotism of these important figures and feel proud of being Chinese (6.3.4)</li> <li>• Understand that the development of our country is people-centred and the progress of our country depends on the joint efforts of the people, and understand that “A nation will prosper when its young people thrive” and that the contributions of young people will foster the development of our country (6.3.2, 6.3.3, 6.3.4)</li> </ul>	

<b>Personal, Social and Humanities Education Key Learning Area: Primary Humanities [Key Stage 2 (Upper Primary)]</b>		<b>Curriculum Framework of National Security Education in Hong Kong (2025)</b>
<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
<p>4.3.1 Inheriting virtues of Chinese culture</p> <p>4.3.2 Characteristics of Chinese culture as demonstrated by cultural heritage</p>	<ul style="list-style-type: none"> <li>• Understand the meaning of traditional Chinese virtues (e.g. humility, diligence and perseverance) (4.3.1)</li> <li>• Learn about the traditional Chinese lifestyles through the aspects of clothing, food, housing and transportation (e.g. 24 Solar Terms in the Chinese calendar, traditional costumes, eating habits, and buildings), arts and culture (e.g. drawings and paintings, dance, music, calligraphy), and important literary works (e.g. Tang Poems and the Four Great Classical Novels of China) (4.3.2)</li> <li>• Through studying our country's cultural heritage (e.g. Old Town of Lijiang, Fujian Tulou), learn about their features and geographical locations,</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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: Cultural Security</li> </ul>

<b>Personal, Social and Humanities Education Key Learning Area: Primary Humanities [Key Stage 2 (Upper Primary)]</b>		<b>Curriculum Framework of National Security Education in Hong Kong (2025)</b>
<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
4.3.3 Heritage conservation and activities of historical inheritance	<ul style="list-style-type: none"> <li>and appreciate and inherit Chinese culture and traditional wisdom (4.3.2)</li> <li>• Learn about the ways and importance of conserving cultural heritage, and learn to protect historic landmarks (4.3.3)</li> </ul>	
5.6.1 Geographical location, physical characteristics and territory of our country	<ul style="list-style-type: none"> <li>• Learn about the geographical location and characteristics of our country (e.g. topographical features, major mountain ranges and rivers, natural landscapes and climatic characteristics of different places) (5.6.1)</li> <li>• Learn about the territory of our country and its neighbouring countries, understand the vastness of our country's territory and the importance of territorial sovereignty to national security, and</li> </ul>	<ul style="list-style-type: none"> <li>• 2.3 Learn about our country's national territory, geographical location and physical characteristics; and the significance of national unity and territorial integrity</li> <li>• 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</li> </ul>

<b>Personal, Social and Humanities Education Key Learning Area: Primary Humanities [Key Stage 2 (Upper Primary)]</b>		<b>Curriculum Framework of National Security Education in Hong Kong (2025)</b>
<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
5.6.2 Natural environment and people's life of our country	cultivate an awareness of homeland security (5.6.1) <ul style="list-style-type: none"> <li>Based on the cultural heritage (e.g. Historic Ensemble of the Potala Palace, Lhasa, Kaiping Diaolou, Mount Emei Scenic Area, including Leshan Giant Buddha Scenic Area, and Zuojiang Huashan Rock Art Cultural Landscape), learn that protecting and inheriting Chinese culture is the responsibility of Chinese nationals (5.6.2)</li> </ul>	security covers a wide range of fields: Homeland Security, Cultural Security
5.6.1 Geographical location, physical characteristics and territory of our country	<ul style="list-style-type: none"> <li>Learn about the administrative regions of our country (e.g. provinces, autonomous regions, municipalities, special administrative regions) (5.6.1)</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>

<b>Personal, Social and Humanities Education Key Learning Area: Primary Humanities [Key Stage 2 (Upper Primary)]</b>		<b>Curriculum Framework of National Security Education in Hong Kong (2025)</b>
<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
6.4.1 The constitutional background of the Basic Law and “one country, two systems”	<ul style="list-style-type: none"> <li>Understand that the HKSAR is a local administrative region of the People’s Republic of China (PRC), which comes directly under the Central People’s Government, and that Hong Kong has been an inalienable part of China since ancient times (6.4.1)</li> </ul>	<p>People’s Republic of China; the National People’s Congress is the highest 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)</p> <ul style="list-style-type: none"> <li>Related major field of national security: Political Security</li> </ul>
4.2.4 Showing concern for local and national environmental issues, and our country’s achievements in environmental conservation	<ul style="list-style-type: none"> <li>Learn about the environmental and resource challenges faced by our country (e.g. water resources, desertification, climate change), show concern for our country’s environmental problems and solutions, including water</li> </ul>	<ul style="list-style-type: none"> <li>2.5 Learn about and take pride in the recent development, achievements and contributions of our country (e.g. infrastructure, innovation and technology,</li> </ul>

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<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
<p>5.4.4 Trade between Hong Kong, the Mainland and other parts of the world</p> <p>5.5.3 Recent economic and technological development of our country and linkage between</p>	<p>conservation projects (e.g. the South-to-North Water Diversion Project, the Three Gorges Dam Project, Convert Farmland into Forest Programme, emission reduction commitment) (4.2.4)</p> <ul style="list-style-type: none"> <li>• Understand the economic relationship between the Mainland and Hong Kong, and the role of Hong Kong in our country's economic development, including the participation in the Guangdong-Hong Kong-Macao Greater Bay Area and the Belt and Road Initiative (5.4.4)</li> <li>• Understand the linkage between our country and other parts of the world (e.g. promoting regional cooperation in different areas through the Belt and Road Initiative to expand business</li> </ul>	<p>aerospace technology, health care, ecological conservation)</p> <ul style="list-style-type: none"> <li>• 2.9 Learn about the importance of the development of scientific and technological innovation in our country, and how they safeguard national security</li> <li>• 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: Economic Security, Science and Technology Security, Food Security, Ecological Security, Resource Security</li> </ul>

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<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
<p>our country and other parts of the world</p> <p>6.3.4 The latest development of our country</p>	<p>opportunities) (5.5.3)</p> <ul style="list-style-type: none"> <li>• Learn about the economic and technological development of our country in recent years (e.g. the role of the Belt and Road Initiative and the development of the Guangdong-Hong Kong-Macao Greater Bay Area in the economic and technological development of our country, navigation satellite systems, etc.) (5.5.3)</li> <li>• Learn about our country's major achievements and latest developments under the leadership of the Communist Party of China (e.g. development of poverty alleviation, urbanisation, transportation, achievements in combating desertification, aerospace technology) (6.3.4)</li> </ul>	

<b>Personal, Social and Humanities Education Key Learning Area: Primary Humanities</b> <b>[Key Stage 2 (Upper Primary)]</b>		<b>Curriculum Framework of National Security Education in Hong Kong (2025)</b>
<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
5.6.1 Geographical location, physical characteristics and territory of our country  5.6.2 Natural environment and people's life of our country	<ul style="list-style-type: none"> <li>Learn about the territory of our country and its neighbouring countries, understand the vastness of our country's territory and the importance of territorial sovereignty to national security, and cultivate an awareness of homeland security (5.6.1)</li> <li>Develop a basic understanding of the importance of national unity and ethnic solidarity, cultivate an awareness of safeguarding national unity and ethnic solidarity (5.6.2)</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> <li>Related major fields of national security: Homeland Security, Resource Security</li> </ul>
5.7.1 Strategies for managing and minimising risks in everyday life	<ul style="list-style-type: none"> <li>Identify potential risks and emergencies in daily life and acquire basic coping strategies (e.g. large-scale mass-gathering events, fires) (5.7.1)</li> </ul>	<ul style="list-style-type: none"> <li>2.8 Learn to identify, prevent, and deal with emergencies and potential risks, further establishing a sense of safety and vigilance against potential danger</li> </ul>



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Learning Units (Examples)	Learning Elements (Examples)	Related Learning Elements / Major Fields of National Security (Examples)
		<ul style="list-style-type: none"> <li>Related major field of national security: Societal Security</li> </ul>
6.7.4 Linkage between our country and other parts of the world	<ul style="list-style-type: none"> <li>Learn that our country is committed to maintaining world peace and fostering concurrent development (e.g. participating in the United Nations Peacekeeping Forces) as well as solving international problems and promoting world development through international cooperation (e.g. environmental development, responding to climate change, fighting against infectious disease) (6.7.4)</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>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:</li> </ul>

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<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
		Ecological Security
<p>4.6.1 The constitutional background of the Basic Law and “one country, two systems” (e.g. religions, sports)</p> <p>6.4.1 The constitutional background of the Basic Law and “one country, two systems”</p>	<ul style="list-style-type: none"> <li>• Develop basic knowledge about the constitutional background of the Basic Law and the relationship between the Central Authorities and the HKSAR, and understand the meaning of “one country, two systems” (4.6.1)</li> <li>• Learn about the signing of the Sino-British Joint Declaration and the establishment of the HKSAR, as well as the relationship between the Central Authorities and the HKSAR (6.4.1)</li> <li>• Know that the Constitution is the parent law and the Basic Law is a branch law; the Basic Law is based on the Constitution and it is the</li> </ul>	<ul style="list-style-type: none"> <li>• 2.11 Learn about the background and significance of “one country, two systems” and the Hong Kong Basic Law</li> <li>• Related major fields of national security: Political Security, Homeland Security</li> </ul>

<b>Personal, Social and Humanities Education Key Learning Area: Primary Humanities [Key Stage 2 (Upper Primary)]</b>		<b>Curriculum Framework of National Security Education in Hong Kong (2025)</b>
<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
	<p>constitutional document of the HKSAR, which was enacted by the National People's Congress in accordance with the Constitution. It prescribes the systems to be practised in the HKSAR to ensure the implementation of our country's basic policies regarding Hong Kong, including the implementation of "one country, two systems", "Hong Kong people administering Hong Kong" and a high degree of autonomy (6.4.1)</p> <ul style="list-style-type: none"> <li>• Understand that the HKSAR is a local administrative region of the People's Republic of China (PRC), which comes directly under the Central People's Government, and that Hong</li> </ul>	

<b>Personal, Social and Humanities Education Key Learning Area: Primary Humanities</b> <b>[Key Stage 2 (Upper Primary)]</b>		<b>Curriculum Framework of National Security Education in Hong Kong (2025)</b>
Learning Units (Examples)	Learning Elements (Examples)	Related Learning Elements / Major Fields of National Security (Examples)
	Kong has been an inalienable part of China since ancient times (6.4.1)	
6.4.3 The importance of observing law and order  6.4.5 National security and National Security Law	<ul style="list-style-type: none"> <li>Understand the importance of observing law and order, experience the importance of law to personal and everyday life, and cultivate a law-abiding spirit and the concept of the rule of law (6.4.3)</li> <li>Learn that national security falls within the ambit of the whole country, and that the Central Authorities have the right and duty to enact the National Security Law to ensure the interests of our country and the people, so that the principle of “one country, two systems” can remain robust;</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> <li>2.13 Learn about the background and purpose of the HKNSL and the SNSO</li> <li>2.16 Learn the importance of law and order in protecting the safety of our country, society and individuals, and maintaining social stability</li> </ul>

<b>Personal, Social and Humanities Education Key Learning Area: Primary Humanities [Key Stage 2 (Upper Primary)]</b>		<b>Curriculum Framework of National Security Education in Hong Kong (2025)</b>
<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
	<p>Hong Kong continues to maintain prosperity and stability (6.4.5)</p> <ul style="list-style-type: none"> <li>Know that the National Security Law was enacted by the National People's Congress (NPC) Standing Committee, as authorised by the NPC as the highest organ of state power, and that the NPC Standing Committee subsequently adopted the National Security Law and listed it in the Annex of the Basic Law in accordance with the provisions therein, for promulgation and implementation in the HKSAR (6.4.5)</li> </ul>	<ul style="list-style-type: none"> <li>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: Political Security, Societal Security</li> </ul>
6.4.5 National security and National Security Law	<ul style="list-style-type: none"> <li>Learn that the HKSAR Government has the duty to safeguard national security, and know the</li> </ul>	<ul style="list-style-type: none"> <li>2.15 Learn that the Hong Kong Special Administrative Region Government has the responsibility to safeguard national</li> </ul>

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<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
	relevant departments and agencies to enforce the National Security Law (6.4.5)	security; and learn about the departments and agencies established under the HKNSL to safeguard national security <ul style="list-style-type: none"> <li>• Related major field of national security: Societal Security</li> </ul>
4.6.2 Rights and responsibilities of Hong Kong residents according to the Basic Law  5.4.2 Protection of the economy of Hong Kong under the Basic Law	<ul style="list-style-type: none"> <li>• Understand how the Basic Law protects the Hong Kong residents (e.g. culture, sports and religion), and the rights and responsibilities of Hong Kong residents (4.6.2)</li> <li>• Understand the rights (e.g. using public facilities) and responsibilities (e.g. paying taxes) of Hong Kong residents in accordance with the Constitution and the Basic Law (5.4.2)</li> </ul>	<ul style="list-style-type: none"> <li>• 2.17 Learn about the rights and duty of Hong Kong residents under the Constitution and the Hong Kong Basic Law</li> <li>• 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:</li> </ul>

<b>Personal, Social and Humanities Education Key Learning Area: Primary Humanities [Key Stage 2 (Upper Primary)]</b>		<b>Curriculum Framework of National Security Education in Hong Kong (2025)</b>
<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
6.4.2 Rights and responsibilities of Hong Kong residents according to the Basic Law	<ul style="list-style-type: none"> <li>Learn about the rights and responsibilities of Hong Kong residents (6.4.2)</li> </ul>	Political Security, Societal Security, Economic Security
4.6.3 The importance of observing law and order  6.4.3 The importance of observing law and order	<ul style="list-style-type: none"> <li>Know that our lives are protected by the law, understand the laws enacted in daily life (e.g. road traffic, environmental protection and fire safety) and the importance of observing law and order, and cultivate students' awareness of law-abidingness (4.6.3)</li> <li>Understand the importance of observing law and order, experience the importance of law to personal and everyday life, and cultivate a law-abiding spirit and the concept of the rule of law (6.4.3)</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>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: Societal Security, Cybersecurity</li> </ul>

<b>Personal, Social and Humanities Education Key Learning Area: Primary Humanities [Key Stage 2 (Upper Primary)]</b>		<b>Curriculum Framework of National Security Education in Hong Kong (2025)</b>
<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
6.5.1 Channels and ways to express opinions to the government, organisations or groups	<ul style="list-style-type: none"> <li>Understand the importance and examples of participation in community affairs, and the channels and ways to express opinions to the government, organisations or groups reasonably and legally (6.5.1)</li> </ul>	
4.8.1 Using information technology properly and safely to convey information  4.8.2 Media education and information literacy, including messages disseminated by the	<ul style="list-style-type: none"> <li>Use information technology properly and safely to convey information, pay attention to cyber security (e.g. ways to prevent computer viruses, setting rules for healthy use of the Internet and understanding the impact of Internet addiction) (4.8.1)</li> <li>Respect intellectual property rights (e.g. saying “NO” to illegal uploading and downloading, acknowledging sources of information) and</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Related major fields of national security: Cybersecurity, Data Security</li> </ul>



<b>Personal, Social and Humanities Education Key Learning Area: Primary Humanities [Key Stage 2 (Upper Primary)]</b>		<b>Curriculum Framework of National Security Education in Hong Kong (2025)</b>
<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
<p>media, intellectual property rights and privacy</p> <p>4.8.3 Proper attitudes on processing information and</p>	<p>privacy, learn the ways and the importance of protecting personal information, protect one's and others' privacy; understand that important information and data should be protected to safeguard national security at national level (4.8.2)</p> <ul style="list-style-type: none"> <li>• Distinguish between facts and opinions, descriptions and stances, and the authenticity of information on the Internet (e.g. cyber fraud), understand the possible impact of incorrect information (e.g. fake news) on individuals, society, and our country (4.8.2)</li> <li>• Analyse the functions of information technology and social network platforms, their positive and negative impacts on daily life, and use</li> </ul>	

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<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
<p>expressing opinions via communication network and social media</p> <p>5.3.2 Impact of the development of science and technology on</p>	<p>information technology and social media in daily life properly (e.g. refusing to forward unverified and incorrect information) (4.8.3)</p> <ul style="list-style-type: none"> <li>• Refuse to participate in inappropriate behaviour on the Internet, including understanding the behaviours of cyberbullying (e.g. “doxxing”) and how to deal with cyberbullying, as well as refusing to access harmful information and resisting temptation (e.g. sexual requests and pornographic information), and seek help from teachers and parents (4.8.3)</li> <li>• Understand the impact of the development of science and technology on human life (e.g. online shopping and payment), learn about the safety measures and personal responsibilities in</li> </ul>	

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<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
<p>human life (e.g. online shopping and payment)</p> <p>6.1.3 The impact of cyber traps on individuals and society, and ways to defend against cyber traps</p>	<p>the application of science and technology, and make connections with relevant national security matters (e.g. cyber security) (5.3.2)</p> <ul style="list-style-type: none"> <li>• Understand the importance of the safe and proper use of information technology and social media, and that important information and data need to be protected to safeguard national security at national level (5.3.2)</li> <li>• Learn about and prevent common cyber traps (e.g. Internet pornography, naked chat, online shopping traps, etc.), explore impacts of related cyber traps on individuals and society, understand the need to distinguish false information in the media; understand the importance of protecting privacy online and</li> </ul>	



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<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
<p>4.2.5 Individuals' responsibilities in environmental conservation, making good use of resources and practising green living (e.g. waste reduction at source, saving energy)</p> <p>5.3.3 Practising green consumption and green living</p>	<p>importance of safeguarding resource security (4.2.4, 4.2.5)</p> <ul style="list-style-type: none"> <li>• Learn about the environmental and resource challenges faced by our country (e.g. water resources, desertification, climate change), show concern for our country's environmental problems and solutions, including water conservation projects (e.g. the South-to-North Water Diversion Project, the Three Gorges Dam Project, Convert Farmland into Forest Programme, emission reduction commitment) (4.2.4)</li> <li>• Learn about and practise green consumption (e.g. avoiding purchasing products with excessive packaging, choosing fewer disposable products,</li> </ul>	

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<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
<p>5.6.2 Natural environment and people's life of our country</p> <p>6.6.1 Renewable energy and non-renewable energy</p> <p>6.6.3 Government and individuals' responsibilities in environmental conservation</p>	<p>taking into consideration ways to handle the products after use when purchasing them) and green living (5.3.3)</p> <ul style="list-style-type: none"> <li>• Understand the natural environment and people's life along Huang He, Chang Jiang and Zhu Jiang, and understand the importance of protecting the environment and safeguarding ecological security (5.6.2)</li> <li>• Learn about the renewable and non-renewable energy, and the energy problems and their impacts on the environment (6.6.1)</li> <li>• Understand the responsibilities of the government and individuals in environmental conservation, and learn to protect the environment, make good use of resources and</li> </ul>	

<b>Personal, Social and Humanities Education Key Learning Area: Primary Humanities</b> <b>[Key Stage 2 (Upper Primary)]</b>		<b>Curriculum Framework of National Security Education in Hong Kong (2025)</b>
<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major Fields of National Security (Examples)</b>
	practise green living (e.g. waste reduction at source, saving energy) (6.6.3)	

### **3. Suggested Learning and Teaching Activities (Examples) (Lower Primary and Upper Primary)**

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**

- (Lower primary) Through map puzzle games, students can learn about the shape and outline of our country's national territory, know the vastness of our country's territory and appreciate the importance of defending our homeland.
- (Lower primary) In the "I Want to Be a Good Child" activity, students pledge to help with household chores, act diligently and responsibly, and learn to care for themselves, their families, society, our country and nature, so that they can contribute to national security in the future.
- (Upper primary) Through educational games about cyber traps, students can engage in role play to experience different cyber traps. By making decisions in different scenarios, they understand the ever-changing nature of cyber traps, master techniques to avoid them and pay attention to online safety.
- (Upper primary) Watch videos about our country's latest developments in various fields and its collaboration with the world. Through collecting relevant current news, students experience our country's connections with the world and actively maintain world peace and its effort in fostering concurrent development.



✧ **Extended learning activities**

- (Lower primary / upper primary) Using National Day as a theme: Use school bulletin boards or display boards to showcase our country's development and achievements (e.g. in the areas of economy, society, culture, sports, ecological conservation and technology) to enhance students' sense of national pride and identity, and foster a sense of nationhood.
- (Lower primary / upper primary) Students discuss in groups ways to implement environmental protection and resource conservation methods in school, then ask them to design a class-based environmental protection project and implement it together.

✧ **Cross-curricular learning activities / Project learning**

- (Lower primary / upper primary) Conduct cross-curricular collaboration to cultivate knowledge and values related to national security, including a sense of national identity, law-abiding values, rights and obligations and a sense of responsibility (e.g. Humanities and Chinese collaborate in organising and hosting activities related to Chinese culture; Humanities and Computer lesson collaborate in education on proper use of social media; Moral and National Education Team and Humanities collaborate in conducting whole-school/inter-form activities on "National Security Education Day" to help students understand national security).
- (Lower primary / upper primary) Organise reading activities. Through reading historical stories, biographies of famous people, anecdotes of famous people who have contributed to society and books about our country's geographical development, students can learn about important events and figures in national history, as well as our country's faces. Students can express their views and opinions in various forms (e.g. role play, reading reports) and share their learning outcomes with classmates.

- (Lower primary / upper primary) Organise various games and activities related to the Constitution and the Basic Law (e.g. puppet theatre, board games, picture book creation). Cultivate an atmosphere for learning the Constitution and the Basic Law on campus to enhance students' understanding of the Constitution and the Basic Law through whole-school participation.
- (Upper primary) Students can choose a topic related to our country or Chinese culture that they are interested in to study and present their learning outcomes in various forms (e.g. reports, videos, presentation slides, drawings, model making, performances, display boards, booths). Examples of themes include:
  - My Chinese dream
  - Our country's development of aerospace technology
  - My most admired science, technology, culture or art project of our country
  - The latest developments in the Belt and Road Initiative
  - Our country's cultural heritage
  - The role of our country in the world
  - Our country's environmental protection development

#### ✧ **Competitions**

- (Lower primary / upper primary) Organise various design competitions such as bookmarks, stamps, posters and wallpapers to enhance students' understanding of the National Security Law.
- (Upper primary) Organise a territory-wide inter-school quiz competition on the Constitution and the Basic Law to enhance students' understanding of the two laws.

✧ **Visits / Study tours**

- (Lower primary) Observe giant pandas at Ocean Park to learn about their living habits and efforts to protect them, as well as the importance of protecting the ecological environment to our country's development.
- (Upper primary) Visit historical sites such as the Tai Fu Tai Mansion in Yuen Long and the Ping Shan Heritage Trail to learn about the customs, history and architecture of walled villages, understand the traditional ethical values of family cohesion and mutual support and reflect on how to preserve, pass on and promote the excellent traditional culture of the Chinese nation.
- (Lower primary / upper primary) Visit museums (e.g. the Hong Kong Museum of History, Lei Cheng Uk Han Tomb Museum, National Security Exhibition Gallery) and government agencies (e.g. the Legislative Council, the Court of Final Appeal) to understand that Hong Kong is an inalienable part of our country and learn topics related to the Basic Law.

✧ **Exchanges with the Mainland**

- (Upper primary) Organise student exchanges with the Mainland (e.g. Guangdong-Hong Kong-Macao Greater Bay Area study tours, sister school exchanges / online exchanges and Xi'an cultural study tours). This allows students to gain a deeper understanding and appreciation of the development and achievements of the Greater Bay Area and other Mainland cities in various aspects of livelihood, culture, society and economy.

*Disclaimer:*

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