

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

Curriculum Framework of National Security Education (2025)

Introduction

This Curriculum Framework¹ illustrates in tabular form how learning in Religious Education 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 six major religions in Hong Kong are committed to nurturing students into individuals with proper values and attitudes through religious education. These include character traits such as law abidingness, commitment and national identity.
- 1.2 The learning objectives of the Religious Education curriculum include fulfilling social and environmental responsibilities. Students are provided the opportunity to understand the role and contribution of religion in benefiting individuals, society, our country and nature.

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.

2. Learning Foci

Personal, Social and Humanities Education Key Learning Area: Religious Education [Key Stage 3 (Junior 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)
A9 Impacts of the religion	<ul style="list-style-type: none"> How does this religion affect human history and culture? What impact has it made on contemporary society? <ul style="list-style-type: none"> ➤ Teachers can point out that Confucianism is one of the dominant schools of thought of traditional Chinese culture and academia, with its influence still felt today. Confucianism has great contribution to Asian cultures and is a major world civilisation ➤ Teachers can point out that Taoism emphasises “non-action”, “non-contention”, “non-desire” and “quiescence”, which enable people to have nobler pursuits and help eliminate conflicts in human society 	<ul style="list-style-type: none"> 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 Related major field of national security: Cultural Security

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	<p>➤ For example, teachers can point out that Confucianism, Taoism and other excellent traditional Chinese cultures are treasures and can teach students to appreciate and affirm the unique value and status of Chinese culture. They can also point out that the ideas, humanistic spirit, and moral norms embodied in Chinese culture can guide us to resolve common challenges facing humanity. This can help students develop cultural confidence and the awareness to safeguard our country's cultural security</p>	
B12 Media literacy	<ul style="list-style-type: none"> • Are media totally objective? How do I verify the information in media? 	<ul style="list-style-type: none"> • 3.8 Learn about the threats/challenges faced by the major fields of national

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	<ul style="list-style-type: none"> ➤ Teachers can use religious teachings to guide students to understand media and information literacy: <ul style="list-style-type: none"> - Critical thinking, studying the phenomena of nature in order to acquire knowledge (Confucianism) - Through research with multiple sources and calm analysis, I can judge the authenticity of media information to a certain extent (Islam) - Observe things with proper views and stay away from personal prejudice. Information is constantly changing. We should understand various causes and conditions, identify proper dharmas and 	<p>security and approaches/methods to safeguard national security, establishing a sense of vigilance against potential danger</p> <ul style="list-style-type: none"> • Related major field of national security: Cybersecurity

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	<p>refrain from spreading rumours (Buddhism)</p> <ul style="list-style-type: none"> - Make good use of “prudence” and “justice” as the criteria for judgment (Catholic) - Reports of media should be impartial, objective and fact-based. Christians should reflect on such reports according to values of the Kingdom of God (including caring, justice and wisdom) (Protestant) - Each argument has its own position, and we need to discern the authenticity and information contained in the text and images (Taoism) 	

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	<ul style="list-style-type: none"> ➤ For example, teachers can guide students to analyse the reporting methods of different media; analyse the credibility and authenticity of information rationally from multiple perspectives and with careful consideration; understand that forwarding false information may have negative impacts on individuals, society and our country; and strengthen their awareness of safeguarding national security and law abidingness 	
B11 Environmental protection	<ul style="list-style-type: none"> • What is the relationship between humans and Mother Nature? What are our responsibilities towards nature? ➤ Teachers can use religious teachings to guide 	<ul style="list-style-type: none"> • 3.10 Learn about the importance of enhancing international common security, promoting the collective well-being of mankind, and creating a community with

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	<p>students to understand the relationship between humans and nature:</p> <ul style="list-style-type: none"> - Benevolence, unity of heaven and humanity (Confucianism) - Managing the world as stewards (Catholic/Protestant) / Agent (Islam) - Compassion for life (Buddhism) - Balanced and on equal terms (Taoism) <p>➤ For example, teachers can teach students about our country's support for, participation in and achievements in environmental protection, including the conclusion and implementation of international agreements on environmental protection, to address common challenges faced by mankind and promote the common</p>	<p>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</p> <ul style="list-style-type: none"> • Related major field of national security: Ecological Security

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	<p>well-being of mankind. This helps students understand our country's contribution to the world and the importance of ecological security</p>	
<p>B10 Caring and justice</p>	<ul style="list-style-type: none"> • What rights do individuals enjoy in society? Should everyone enjoy the same rights? <ul style="list-style-type: none"> ➤ Teachers can use religious teachings to 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: <ul style="list-style-type: none"> - Benevolence, righteousness (Confucianism) 	<ul style="list-style-type: none"> • 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 • Related major field of national security: Societal Security

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	<ul style="list-style-type: none"> - I need to care about society and even people I don't know. Because I have the responsibility of an "agent". Any good deed will be rewarded by the Creator (Islam) - Do good and create good karma in accordance with proper views and proper thoughts. Earn a living that complies with social laws and Buddhist precepts (Buddhism) - Everyone is created in the image of God and is equally dignified, worthy of equal treatment by others. Society is made up of people, who are inseparable from each other (Catholic) 	

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	<ul style="list-style-type: none"> - Humans are honoured with dignity from God. The community is an interdependent group of people (Protestant) - Dao arises preceding all forms and does not discriminate between the ignorant and the sages. Everyone has equal rights (Taoism) <ul style="list-style-type: none"> • For example, teachers can teach students to abide by the law and respect the rights of others in their daily work and life. They can also teach students that during a natural disaster or public emergency, helping others to the best of their ability while ensuring their own safety is a way to support and 	

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	safeguard societal security	
A5 Faith community	<ul style="list-style-type: none"> What are the major characteristics of this faith community? <ul style="list-style-type: none"> Teachers can point out that the six major religions in Hong Kong all strive to nurture students into individuals with proper values and attitudes through religious education. These values and attitudes include law abidingness, commitment and national identity. For example, Confucianism strives to nurture students into people who have civil awareness and shoulder responsibilities for 	<ul style="list-style-type: none"> 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”

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	their community and country (“xiushen, qijia, zhiguo, pingtianxia”)	

3. Suggested Learning and Teaching Activities (Examples) (Junior 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**

- Design appropriate learning activities in line with curriculum aims and objectives (e.g. utilising outdoor learning resources in country parks developed by Agriculture, Fisheries and Conservation Department in collaboration with local universities and the “Green China” videos on the website of The China Current to support classroom learning). This introduces students to basic

information on ecological security, highlight the importance of safeguarding ecological security in our country and other countries and help them understand that safeguarding ecological security and protecting nature is important in all places.

✧ **Extended learning activities**

- [In connection with Topic B11: Environmental Protection] Teachers can design relevant project learning assignments (e.g. religious teachings as the moral foundation of sustainable development) to help students understand the importance of ecological security.

✧ **Visits**

- Collaborate with subjects in the Technology Education KLA for visits to the Hong Kong News-Expo and design booth games to introduce students to the importance of cybersecurity and methods for cultivating media and information literacy.
- [In connection with Topic A8: Religious Art] 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 of Chinese culture and foster cultural confidence.

Disclaimer:

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