

General Studies Curriculum Framework of National Security Education

1. General teaching foci

- 1.1. The strands of General Studies for primary schools (e.g., “Community and Citizenship”, “National Identity and Chinese Culture”, “People and Environment”, “Global Understanding and the Information Era”) provide the knowledge base for students to understand their roles, responsibilities and obligations in their family, the community and our country, so as to develop their “nationhood”, “national identity”, “law-abiding awareness”, “rights and obligations” and “sense of responsibility”, all of which are in relation to national security.
- 1.2. When developing “nationhood” and “national identity”, this subject enhances students’ understanding of and interest in national symbols, history, the Chinese nation and culture, as well as the development of our country, through interesting stories, topics related to daily life and important national matters. It intends to enhance students’ overall understanding and recognition of our country, and develop their sense of belonging to our country, so that they will contribute to the community and our country in the future.
- 1.3. With a view to nurturing “law-abiding awareness”, “rights and obligations” and “sense of responsibility” among students, this subject promotes the Constitution and the Basic Law education through daily life examples and thematic learning. It helps students understand the constitutional background of the Basic Law, the significance of the principle of “one country, two systems”, as well as the relationship between the Central Authorities and the Hong Kong Special Administrative Region (HKSAR). Besides, it develops students into responsible and law-abiding citizens who honour the rule of law, and respect and is willing to abide by the Basic Law and regulations.
- 1.4. Building on the subject content, as well as the values of “nationhood”, “national identity”, “law-abiding awareness”, “rights and obligations” and “sense of responsibility”, this subject gradually lays the foundation of primary students in domains related to national security (e.g., homeland security, social security, resource security, cultural security, cyber security), which will be continuously enhanced and developed at the secondary school level.

2. Learning foci

General Studies for Primary Schools (Lower Primary)		Curriculum Framework of National Security Education in Hong Kong	
Chapter / Topic	Learning Elements	Strand	Learning Elements
<p>My Home Country</p> <ul style="list-style-type: none"> • Stories of China • Stories of Hong Kong <p>Our Living Community</p> <ul style="list-style-type: none"> • My Neighbourhood <p>Living in Hong Kong</p>	<ul style="list-style-type: none"> • Recognise and respect national symbols and items that represent our country <ul style="list-style-type: none"> ➢ Through interesting stories, topics related to everyday life (e.g. Chinese cuisine) and items that represent our country (e.g. the giant panda, the Great Wall), develop “nationhood” and enhance “national identity”, and lay a good foundation for further study of national security concepts. • Recognise the national flag, national emblem and national anthem; learn how to sing the national anthem and observe the etiquette of raising the national flag, as well as playing and singing the national anthem. <ul style="list-style-type: none"> ➢ Through watching the video clip “Flag-raising ceremony marks the 20th anniversary of the HKSAR”, observe and describe the participants’ attitude, and then perform a role-play on the flag-raising ceremony to understand the proper 	1	<ul style="list-style-type: none"> • Understand national symbols (including the national flag, national emblem and national anthem) and things that represent our country (e.g. the giant panda, the Great Wall) • Learn how to sing the national anthem and observe the etiquette of raising the national flag and playing the national anthem • Learn about the people who protect us (e.g. the police, medical personnel, the People’s Liberation Army)

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Chapter / Topic	Learning Elements	Strand	Learning Elements
<ul style="list-style-type: none"> • Community Living • Hong Kong, Our Home <p>History and Culture Journey</p> <ul style="list-style-type: none"> • Sightseeing in China • Sightseeing in Hong Kong <p>Going to School</p> <ul style="list-style-type: none"> • School Life 	<p>etiquette and attitude when the national anthem is being played and sung (e.g. standing solemnly, facing the national flag and singing the national anthem in a respectful way), which embodies and fosters “national identity”.</p> <ul style="list-style-type: none"> ➤ Read stories and articles about the national anthem, and watch relevant multimedia resources (e.g. animations, video clips). Understand the background of “March of the Volunteers” as the national anthem and the related history of defending our country. ➤ Arrange for students to participate in activities such as singing the national anthem and raising the national flag and the regional flag on important national occasions (e.g. the National Day, the HKSAR Establishment Day), so that they will understand that Hong Kong is an inalienable part of our country. <ul style="list-style-type: none"> • Recognise the people who serve and protect us ➤ Get to know people who serve in different positions in society, e.g. police officers, sanitors, healthcare staff and 		

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	the People's Liberation Army, to appreciate their devotion to the community and their contributions to protecting Hong Kong.		
	<ul style="list-style-type: none"> • Learn about the need to and be willing to comply with rules and to cherish our schools <ul style="list-style-type: none"> ➤ Through learning about rules in daily life, e.g. class rules and school rules, traffic rules and the rules for visiting country parks, recognise the importance of rules and laws to individuals, families, the community and our country, and develop the “law-abiding awareness” and “sense of responsibility”. 	8	<ul style="list-style-type: none"> • Learn about the need to comply with rules (e.g. school rules, traffic rules) and to cherish our schools • Recognise the importance of law in safeguarding the security of individuals, our society and our country
	<ul style="list-style-type: none"> • Gain a preliminary understanding of Chinese culture through learning historical stories <ul style="list-style-type: none"> ➤ Through the story of Zhang Qian's travel to Western Regions or other examples, learn about the outstanding contributions of Chinese historical figures to the promotion of Chinese culture and foreign exchanges. ➤ Recognise the importance of conserving and inheriting Chinese culture (e.g. the Forbidden City in Beijing and 	7	<ul style="list-style-type: none"> • Gain a preliminary understanding of Chinese culture through learning historical stories (e.g. the construction of the Great Wall) and the Chinese language • Learn how to use information effectively and ethically (e.g. using the Internet)

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	<p>Terracotta Warriors in Xi'an). Appreciate the time-honoured history and profound culture of our country through learning about historic sites and the related historical stories. Raise students' interest in and improve their understanding of the history of our country, our people and our culture to enhance their sense of "national identity".</p> <ul style="list-style-type: none"> ➤ Through historical stories, e.g. the construction of the Great Wall, understand that safeguarding national security is the due responsibility of a nation. <ul style="list-style-type: none"> • Recognise how to use information effectively and ethically <ul style="list-style-type: none"> ➤ Teach students to use information effectively and ethically so as to use the Internet safely, through real-life scenarios and examples, e.g. the rules of properly using the school intranet for acquiring information and learning, as well as the desired etiquette and attitudes when communicating with teachers and schoolmates on the intranet. 		<ul style="list-style-type: none"> • Recognise that natural resources are limited, and understand the importance of resource conservation

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	<ul style="list-style-type: none"> • Recognise that natural resources are limited, and understand the importance of conservation of resources <ul style="list-style-type: none"> ➤ Recognise how the natural environment affects people’s life. Help students understand that sufficient natural resources and a good ecological environment are essential to social and national development. ➤ Teach students to practise green living in the aspects of clothing, food, accommodation and transport to protect the environment, e.g. learn the four major principles of waste reduction (reduce, reuse, replace and recycle) and the ways of implementation. 		
	<ul style="list-style-type: none"> • Recognise the origin of the principle of “one country, two systems” and the Basic Law <ul style="list-style-type: none"> ➤ Have a preliminary understanding of the origin of the principle of “one country, two systems” and the Basic Law. Understand that our country resumed the exercise of sovereignty over Hong Kong and established the HKSAR on 1 July 1997. Understand that the principle of “one country, two systems” is implemented in the HKSAR. 	2	<ul style="list-style-type: none"> • Learn about the origin of the principle of “one country, two systems” and the Basic Law

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	Find out examples of the principle of “one country, two systems” in everyday life (e.g. travel documents, currencies). Understand that the relationship between our country and Hong Kong is inseparable.		
	<ul style="list-style-type: none"> • Recognise what the National Security Law (NSL) is and its importance to Hong Kong <ul style="list-style-type: none"> ➤ Recognise that national security affairs are important matters of our country; recognise that the NSL is enacted to safeguard the unity and territorial integrity of our country, to uphold and implement the principle of “one country, two systems”, and to maintain Hong Kong’s prosperity and stability. 	3	<ul style="list-style-type: none"> • Recognise what the NSL is and its importance to Hong Kong
	<ul style="list-style-type: none"> • Recognise the law enforcement agencies of the HKSAR Government <ul style="list-style-type: none"> ➤ Learn about some law enforcement agencies (e.g. the Hong Kong Police Force) from the topic “people who serve us”. Understand their work and the civic responsibility of individuals. Understand that it is the 	4	<ul style="list-style-type: none"> • Learn about the HKSAR departments that are responsible for enforcing the law and safeguarding the rule of law in Hong Kong (e.g. the Hong Kong Police Force and Hong Kong Courts), and understand that the Government has a duty to maintain law and order

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	Government's responsibility to maintain law and order, and that citizens can also contribute.		
	<ul style="list-style-type: none"> • Recognise that the Chinese People's Liberation Army Hong Kong Garrison is responsible for Hong Kong's defence <ul style="list-style-type: none"> ➤ Through a visit to the Barracks Open Day of the People's Liberation Army Hong Kong Garrison, understand that the Chinese People's Liberation Army Hong Kong Garrison is responsible for Hong Kong's defence and protecting us. 	5	<ul style="list-style-type: none"> • Recognise that the Chinese People's Liberation Army Hong Kong Garrison is responsible for Hong Kong's defence

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Chapter / Topic	Learning Elements	Strand	Learning Elements
<p>A Century of Change</p> <ul style="list-style-type: none"> • Reviewing the National History • Home in Hong Kong • Exploring the World <p>Knowing Our Homeland</p> <ul style="list-style-type: none"> • National Geography • Hong Kong in the Past 	<ul style="list-style-type: none"> • Understand the importance of national security by analogy with campus security <ul style="list-style-type: none"> ➢ Understand that maintaining campus security can safeguard teachers and students (for example, campus security guards and fences can prevent outsiders from trespassing on the campus, while maintaining campus hygiene can protect the health of teachers and students), and therefore, analogically, introduce the relationship between national security and the interests of citizens. • Know our country's territory and geographical features, as well as the importance of homeland security and resource security <ul style="list-style-type: none"> ➢ When learning about our country's territory, arrange for students to read maps and make geographic models, so that they will recognise the area of China's territory. Also, help students have a preliminary understanding of China's neighbouring countries, so that in such a process, they will 	1	<ul style="list-style-type: none"> • Understand the importance of national security by analogy with campus security • Understand our country's territory and geographical features, as well as the importance of homeland security and resource security • Understand our country's history and culture, as well as historic events with an important impact on today's society, such as the Opium War, and China's Reform and Opening-up.

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Chapter / Topic	Learning Elements	Strand	Learning Elements
<ul style="list-style-type: none"> Hong Kong's Return to China <p>Development in the New Era</p> <ul style="list-style-type: none"> Economy of China Economy of Hong Kong The Digital Era <p>Natural Resources</p> <ul style="list-style-type: none"> Energy Source 	<p>understand the vastness of our country and the importance of defending the territory.</p> <ul style="list-style-type: none"> ➤ When students study national geography and our country's natural resources, clearly point out the importance of safeguarding resource security. For example, help students understand that most of China's water resources come from the Qinghai-Tibet Plateau, and since drinking water is an indispensable necessity for human beings, it is very important to protect our water sources. ➤ Understand the cost of consuming natural resources and various ways to properly manage and utilise resources (e.g. water, forests and fossil fuels). Show concern for environmental issues of our country and corresponding solutions (e.g. our country's achievements in reducing carbon emissions and developing renewable energy). Understand that in case the pollution problems could not be handled properly, there will be far-reaching impact on our 		

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<ul style="list-style-type: none"> • Saving Energy 	<p>country (e.g. the quality of life and health of the people, sustainable economic development).</p> <ul style="list-style-type: none"> • Recognise our country's history and culture, as well as historic events that have an important impact on today's society <ul style="list-style-type: none"> ➤ Help students recognise important historical events, e.g. the Opium Wars, War of Resistance Against Japanese Aggression, China's Reform and Opening-up, the promulgation of the Basic Law, the establishment of the HKSAR. Encourage students to show their concern, as Chinese citizens, for the past, present and future development of our country and people. 		

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Chapter / Topic	Learning Elements	Strand	Learning Elements
	<ul style="list-style-type: none"> • Understand the rights and obligations of Hong Kong residents in accordance with the Constitution and the Basic Law <ul style="list-style-type: none"> ➤ Through real-life examples, students recognise the rights conferred by the Basic Law (e.g. freedom of religion, freedom of choice of occupation). Meanwhile, understand that we also have the obligation to abide by the law, thereby cultivating students' law-abiding concept. 	8	<ul style="list-style-type: none"> • Respect laws and regulations, and uphold the law-abiding awareness • Understand the rights and obligations of Hong Kong residents in accordance with the Constitution and the Basic Law
	<ul style="list-style-type: none"> • Recognise the impact of the media and social media on individuals and society, as well as the importance of using information technology and social media safely and properly <ul style="list-style-type: none"> ➤ Recognise the impact of the media and social media on individuals and society. Distinguish between “facts” and “opinions”. Be aware of the prevalence of positive and negative messages conveyed in the media and social media, as well as different views and stances. We should adopt appropriate criteria for evaluating information and making judgement. 	7	<ul style="list-style-type: none"> • Understand the impact of the media and social media on individuals and society, as well as the importance of safely and properly using information technology and social media (e.g. protecting personal data carefully to avoid leakage of privacy, refusing to forward unverified and incorrect information), in order to understand the need to safeguard our country's data and information security

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	<ul style="list-style-type: none"> ➤ Understand the possible impact of incorrect information (e.g. fake news) on individuals, society, and our country. ➤ Recognise how to use information technology and social media properly (e.g. refusing to forward unverified and incorrect information). Understand that at national level, important information and data should be protected to safeguard national security. ➤ Know the reasonable and legal channels and methods to express one's opinions to the Government, organisations or groups. • Understand Chinese culture and appreciate that it is the responsibility of citizen to protect and inherit Chinese culture <ul style="list-style-type: none"> ➤ Enable students to understand and appreciate Chinese culture through traditional festivals, customs and etiquette of different ethnic groups. ➤ Organise Mainland exchange activities (including online mode) for students to learn about ancient architecture, 		<ul style="list-style-type: none"> • Strengthen the understanding of Chinese culture (e.g. traditional festivals, customs, etiquette), and understand that it is the responsibility of the citizens to protect and inherit Chinese culture • Understand the interdependent relationship between organisms and their environment, and how to conserve the environment, treasure natural resources and use the resources carefully and responsibly, and is willing to put these into practice in daily life • Understand the impact of scientific and technological development on social culture, and the safety measures when applying science and technology

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	<p>culture and artwork (e.g. the painting “Along the River During the Qingming Festival”). Help students understand and appreciate China’s cultural heritage, as well as our country’s profound and excellent traditional culture, so that they will be aware of the conservation and inheritance of Chinese culture.</p> <ul style="list-style-type: none"> ➤ Introduce the customs (e.g. lantern lighting, basin feast, Jiao festivals), history and architecture (e.g. ancestral halls, study halls) of walled villages. Help students understand the traditional, ethical values of family cohesion and support among villagers. Enable students to consider how to inherit and promote the excellent traditional culture of the Chinese nation. ➤ Understand the impact of the development of science and technology on our living (e.g. online communication, online shopping and payment, 5G telecommunications). Learn how to take safety measures and bear individual 		

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	responsibilities in using science and technology, and relate them to national security (e.g. cyber security).		
	<ul style="list-style-type: none"> • Understand the constitutional background of the Basic Law and the meaning of the principle of “one country, two systems” • Have a preliminary understanding of the relationship between the Central Authorities and the HKSAR <ul style="list-style-type: none"> ➤ Recognise that the Basic Law is the constitutional document of the HKSAR. It was enacted by the National People’s Congress (NPC) in accordance with the Constitution of the People’s Republic of China (PRC). It prescribes the systems to be practised in the HKSAR, in order to ensure the implementation of the basic policies of the PRC regarding Hong Kong, including the implementation of the principle of “one country, two systems”, “Hong Kong people administering Hong Kong” and a high degree of autonomy. Understand that the 	2	<ul style="list-style-type: none"> • Understand the constitutional background of the Basic Law and the meaning of the principle of “one country, two systems” • Have a preliminary understanding of the relationship between the Central Authorities and the HKSAR

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	<p>HKSAR is a local administrative region directly under the Central People's Government and has been an inalienable part of our country since ancient times.</p>		
	<ul style="list-style-type: none"> • Recognise the background and purposes of enacting the NSL and the Central Government agencies involved in the legislative process <ul style="list-style-type: none"> ➤ Recognise that national security falls within the ambit of the whole country. The Central Authorities have the right and duty to enact the NSL to ensure the interests of our country and the people, so that the principle of “one country, two systems” can be steadfastly and successfully implemented, Hong Kong can continue to maintain prosperity and stability, and the citizens can enjoy living and working. ➤ Know that the NSL was enacted by the NPC Standing Committee, as authorised by the NPC as the highest organ of state power. The NPC Standing Committee 	3	<ul style="list-style-type: none"> • Understand the background and purposes of enacting the NSL and the Central Government agencies involved in the legislative process

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	subsequently adopted the NSL and listed it in Annex of the Basic Law in accordance with the provisions therein, for promulgation for implementation in the HKSAR.		
	<ul style="list-style-type: none"> • Recognise that the HKSAR Government has the duty to safeguard national security, and know the relevant departments and agencies in enforcing the NSL <ul style="list-style-type: none"> ➤ Understand that the Hong Kong Police Force, the Department of Justice, and the Judiciary which exercises its judicial power independently, are responsible for the investigation, prosecution, and trial of cases under the NSL respectively, so as to safeguard national security. 	4	<ul style="list-style-type: none"> • Understand the functions and operation of the executive authorities, the legislature and the judiciary of the HKSAR, and their duties in safeguarding national security

3. Suggested learning and teaching activities (examples)

✧ **Project learning.** Students can choose topics that they are interested in and that are related to China or Chinese culture for project learning. They then display their learning outcomes in different forms (e.g. reports, video clips, paintings, articles, model making, and performances).

Examples of topics include:

- Impact of the Opium War on China
- Development of aerospace technology of our country
- A technological, cultural or artistic project of our country which I appreciate the most
- Made in China
- My China Dream
- China's role in the world
- My hometown
- Development of renewable energy in our country
- Progress of environmental protection in our country

✧ **Information collection,** for example:

- Collect TV commercials, newspaper articles or Internet information for analysis (e.g., facts and opinions, credibility of the information provider, etc.), and then discuss their impact on individuals and the community.
- Collect war-related information. Discuss the causes and consequences of wars, as well as their impact on our country and/or the world, from historical and cultural aspects.

- ✧ **Organise Mainland exchange activities for students** (e.g., study tours to Guangdong-Hong Kong-Macao Greater Bay Area, exchange visits to or online exchanges with sister schools, cultural and technological study tours to Xi’an, Mainland innovation and technology study tours) to enable students to have a more in-depth understanding and experience of the life and culture in the Greater Bay Area and other Mainland cities, as well as their development and achievements in social, economic, scientific and technological aspects.
- ✧ **Conduct cross-curricular/inter-panel collaboration activities** for developing ideas related to national security, including “national identity”, “law-abiding awareness”, “rights and obligations” and “sense of responsibility” (e.g. collaboration between the panels of General Studies and Chinese Language to implement activities about media education and enhancing understanding of Chinese culture in an organised manner; collaboration between the panels of General Studies and Computer for education on the correct use of social media; and collaboration between the panels of General Studies and Moral and National Education for whole-school or inter-level activities on the “National Security Education Day” to raise students’ awareness of national security).
- ✧ **Visits to museums** (e.g. Hong Kong Museum of History, Lei Cheng Uk Han Tomb Museum) and **government organs** (e.g. the Legislative Council, the Court of Final Appeal) to recognise the fact that Hong Kong is an inalienable part of China, as well as study topics related to the Basic Law.
- ✧ **Organise whole-school game activities** on the Constitution and the Basic Law (e.g. puppet theatre, board games and picture book creation) to create an atmosphere to study the Constitution and the Basic Law and to raise students’ awareness on the Constitution and the Basic Law.

Conduct reading activities for students to read historical stories, celebrity biographies, anecdotes of famous people who made contributions to society, as well as books about the geography and development of our country, so as to enable them to learn about important historical events and figures of our country, and its social landscape. Students then express their views and opinions in different forms (e.g. role play, book reports), and share their learning outcomes with their classmates.

✧ **Design appropriate self-learning activities** that are in line with the curriculum aims and objectives to help students realise that students in other countries learn actively about the development of their own countries and ethnic groups at their teenage years.