

23 November 2023

## **Education Bureau Circular No. 20/2023**

### **Introduction of Primary Humanities**

[Note: This circular should be read by-

- (a) Supervisors/Heads of all Government Schools, Aided Schools (including Special Schools), Caput Schools, Private Schools, and Schools under the Direct Subsidy Schemes – for action; and
- (b) Heads of Sections – for information.]

### **Summary**

The purpose of this circular is to announce the release of the Primary Humanities Curriculum Framework (Provisional Draft) prepared by the Ad Hoc Committee on Primary Humanities Curriculum under the Curriculum Development Council (CDC) and details of the support measures, curriculum briefing sessions and school questionnaire survey.

### **Background**

2. The 2023 Policy Address delivered by the Chief Executive announced the introduction of Primary Science and Primary Humanities. The relevant circular on Primary Science (EDB Circular No. 18/2023) was issued on 14 November 2023 for schools' reference.

3. To tie in with the introduction of Primary Science, the Education Bureau (EDB) has been concurrently formulating the curriculum of Primary Humanities. The Primary Humanities curriculum is based on the current General Studies curriculum. Most of the content is derived from the existing topics of General Studies and is reorganised with enrichment on the elements of Chinese culture, national history and national geography. The enrichment aims to keep pace with the times and systematically cultivate students' sense of belonging to our country, national sentiments and sense of national identity from an early age for the implementation of Patriotic Education. The EDB has been proactively carrying out relevant preparatory work to facilitate schools in preparation for the implementation of the curriculum.

4. Primary Humanities covers the content of the Personal, Social and Humanities Education Key Learning Area. It aims to help students develop their understanding of individuals, families, our country and the world; nurture their humanistic qualities by

learning to respect the value of every individual, treasure themselves and care about the well-being of others so as to build a caring and inclusive society. Students are expected to appreciate and inherit history and culture as common human experiences; care for the environment and love nature as well as promote sustainable development. Since the curriculum content covers the core elements of the Personal, Social and Humanities Education Key Learning Area and highlights the importance of humanistic qualities, the subject is named Primary Humanities. This can clearly reflect the learning content and allow teachers to help students build a solid knowledge foundation, develop generic skills and different thinking skills, cultivate proper values and attitudes, and strengthen students' patriotism and understanding of our country, so as to further promote humanities education, national education and national security education, etc. as well as enhance the interface between primary and junior/senior secondary levels.

## **Details**

5. Primary Humanities will be implemented in phases. The EDB recommends that schools, with due regard to the school context and readiness, pilot the new curriculum according to the Primary Humanities Curriculum Framework in the 2024/25 school year at the earliest. Starting from the 2025/26 school year, all primary schools in Hong Kong are required to implement Primary Humanities (starting from P1 and P4 is recommended).

6. The EDB will continuously provide support to schools for the implementation of the new curriculum (please refer to paragraphs 9 and 10 for details), including diversified teacher training courses and learning and teaching resources. [Notes: Past and current teacher training courses as well as learning and teaching resources provided for General Studies teachers are still applicable to Primary Humanities.]

## **Curriculum Emphases and Content of Primary Humanities**

7. “Cultivating Values for Leaders of Tomorrow, Enquiry Learning and Making Connection with Life” is the rationale of the Primary Humanities curriculum. The curriculum helps students integrate and apply knowledge and skills, explore issues from multiple perspectives as well as care for the development of society, our country and the world through diversified enquiry and experiential learning activities. It also helps students explore issues from different perspectives; care for the development of society, our country and the world; and nurture positive attitudes, proper values as well as good behaviours and habits of cherishing life, self-improvement and self-encouragement. Meanwhile, through the learning of topics such as the social development of Hong Kong, Chinese culture, significant national historical events and figures, the development and achievement of our country as well as linkage between our country and the world, students are able to understand that Hong Kong has the advantage of enjoying strong support of the Motherland and being closely connected to the world, which helps them build up cultural confidence and become informed and

responsible persons to contribute to the common good for the family, society, our country and the world.

8. Most of the content of the Primary Humanities Curriculum Framework (Provisional Draft) is derived from the existing strands and the core learning elements of General Studies. After re-organisation, the curriculum covers the following six strands, including “Health and Living”, “Environment and Living”, “Financial Education and Economics”, “Community and Citizenship”, “Our Country and I” and “The World and I” (Annex 2) (Chinese version only). Under different topics, the breadth and depth of the essential learning content for different primary levels are stated clearly. The curriculum framework also provides detailed elaboration of the learning content, suggested learning activities or teaching suggestions, and relevant learning and teaching resources for each topic for teachers’ reference and use. Teachers can take into account their school context, students’ needs and learning progress, and the learning content of relevant subjects to integrate or adjust the suggested learning activities or teaching suggestions through school-based professional arrangements such as subject panel meetings and collaborative lesson preparation.

### **Professional Training for In-service Teachers**

9. The training related to humanities education provided for General Studies teachers in recent years is still applicable to Primary Humanities. Relevant training information has been uploaded to the EDB website (<https://www.edb.gov.hk/ph>) and teachers can continue to use it as a reference. Besides, the EDB will continuously provide diversified training opportunities, including the provision of approximately 4,000 training places for the training related to the learning and teaching of Primary Humanities every year to enhance teachers’ professional capacity in teaching Primary Humanities. The arrangements for the professional training are as follows:

(a) **Professional training courses for Primary Humanities teachers (including seminars, workshops, guided study tours etc.):** The targets of the training are all Primary Humanities teachers. The content covers different themes including curriculum interpretation, curriculum planning and assessment, learning and teaching strategies, national historical figures and stories, cultural heritage of our country, national geography, guided study tours, the latest development of our country, Constitution and Basic Law education, financial education, environmental education, anti-drug education, media and information literacy education, etc.; and

(b) **Setting up of the Primary Humanities Learning Circle:** Interested schools will be invited to join the learning circle. Activities including experience exchange, open lessons, experience sharing sessions, etc. will be organised to strengthen professional exchange among Primary Humanities teachers and broaden their professional horizons.

## Curriculum Resources

10. The learning and teaching resources provided for General Studies teachers in recent years are still applicable to Primary Humanities. Relevant information has been uploaded onto the EDB webpage (<https://www.edb.gov.hk/ph>). Teachers can continue to use them as references. In tandem with the implementation of the Primary Humanities curriculum, the EDB will provide more diversified learning and teaching resources from the 2023/24 school year, including:

(a) **Learning and teaching resources of Primary Humanities:** In tandem with the content of the Primary Humanities curriculum, the EDB will continue to provide learning and teaching resources (including those related to enquiry learning, such as comics and drama on national history) to support teachers in the teaching of Primary Humanities. The learning and teaching resources will be launched starting from the 2023/24 school year. The past learning and teaching resources related to humanities education provided by the EDB for General Studies teachers are still applicable.

(b) **Online learning platform for students:** The EDB has launched the “Constitution and Basic Law Online Self-learning Platform for Upper Primary Students”. Students can log in to the platform using their Hong Kong Education City accounts to conduct self-learning.

Related website	<a href="http://cble.edb.hkedcity.net/student">http://cble.edb.hkedcity.net/student</a>
Link of the self-learning platform	

(c) **Card games:** The EDB will develop card games for the Primary Humanities curriculum, including “*Matching of Monuments in Hong Kong - The Past and The Present*” and “*The History, Culture and Geography of Our Country*” to provide opportunities for students to learn in an interactive and interesting way, and enrich students’ learning experiences within and beyond the classroom. The card games will be launched starting from the 2023/24 school year.



## Curriculum Briefing Sessions

11. To enable schools to understand the content of the Primary Humanities Curriculum Framework (Provisional Draft) and to collect stakeholders’ views, the Kindergarten and Primary Section of the EDB, together with the Science Education Section, will conduct four curriculum briefing sessions on Primary Humanities and

Primary Science from November to December 2023 (please refer to EDB Circular No.18/2023 for details). The school head and two relevant teaching staff members from each primary school are recommended to attend the curriculum briefing sessions (CSD020230589). Schools can enroll in the briefing sessions via the EDB Training Calendar System ([tcs.edb.gov.hk](https://tcs.edb.gov.hk)) from 14 November 2023.

### School Questionnaire Survey

12. The EDB is going to collect schools' views on the implementation of the Primary Humanities curriculum, in particular, schools' readiness and needs for support, for reference by the Curriculum Development Institute. Please refer to the enclosed documents "Primary Humanities Curriculum Framework (Provisional Draft)" (Annex 3) (Chinese version only) and "Primary Humanities Curriculum School Questionnaire Survey" (Annex 4) (Chinese version only), which have also been uploaded onto the Primary Humanities webpage of the Kindergarten and Primary Section, EDB (<https://www.edb.gov.hk/ph>):

<b>Primary Humanities Curriculum Framework (Provisional Draft)</b> (Chinese version only)	<b>Primary Humanities Curriculum School Questionnaire Survey</b> (Chinese version only)
	

13. School heads or their representatives (such as Vice Principal, Primary School Master/Mistress (Curriculum Development) [PSM(CD)], General Studies subject panel head) are requested to complete the online questionnaire (Link of online questionnaire: <https://forms.office.com/r/B1GGb3xsaE>) on the Primary Humanities Curriculum Framework (Provisional Draft) by 5 January 2024.

## **Enquiry**

14. For enquiries, please contact Ms Katy HSIEN of the Kindergarten and Primary Section, Curriculum Development Institute, EDB at 2892 5857.

LEE Kin-wan  
for Secretary for Education

# 小學人文科

人文素養育英才 愛國愛家作棟樑

加強國民教育

強化國家歷史教育

持續推動價值觀教育

以學生學習為中心

## 健康與生活

個人衛生 抗逆力  
性教育 健康上網

## 環境與生活

可持續發展  
國家地理  
氣候與天氣  
綠色生活

## 理財與經濟

理財教育  
國家與香港的經濟

## 社會與公民

《憲法》和《基本法》教育  
權利與義務  
認識社區 多元文化

## 國家與我

國家歷史 歷史人物  
國民教育 國家安全教育  
中華文化

## 世界與我

走向世界的國家  
媒體和資訊素養  
人類共同關心的問題

### 多元學習培養學生人文素養

- 博物館參觀
- 探究學習
- 專題研習
- 訪問

### 小學人文科課程的推行

- 2023/24 公布課程框架
- 2024/25 學校可試行課程內容
- 2025/26 正式在小一和小四推行
- 2026/27 擴展至小二和小五推行
- 2027/28 在小一至小六全面推行



教育局  
課程發展處  
幼稚園及小學組




## 小學人文科學習範疇

範疇	範疇簡介	學習重點（舉隅）
範疇一 健康與 生活	本學習範疇旨在引起學生對個人成長與發育的關注，並幫助他們建立健康的生活方式。通過本範疇的學習，學生應能掌握有關生理、心理及社群健康的基本知識，以正面的態度面對自己的成長與發育；並發展自理能力，能夠在個人健康和安安全方面作出適當的考慮和抉擇，愛護自己，並以同理心關懷和愛護社群。	<ul style="list-style-type: none"> <li>• 健康的生活方式</li> <li>• 生理、心理和網絡健康</li> <li>• 積極的人生目標</li> <li>• 正確的性觀念</li> <li>• 應對陌生環境的挑戰和逆境</li> <li>• 堅拒生活中的誘惑</li> <li>• 處理日常生活中的危機</li> <li>• 關心他人和愛護社群</li> </ul>
範疇二 環境與 生活	本學習範疇旨在喚起學生對環境及可持續發展生活的關注，並認識國家的地理發展。通過本範疇的學習，學生應對大自然和環境與人類的關係有基本認識，明白人類與環境相互依存的關係，以及欣賞國家的自然環境和環境保育的發展，並願意承擔環境保育的責任，實踐綠色生活。	<ul style="list-style-type: none"> <li>• 愛護環境、動物和植物</li> <li>• 國家版圖、地理的特徵和名勝</li> <li>• 國家的自然環境和環境保育的成就</li> <li>• 應對氣候的變化</li> <li>• 關注環境問題、節約能源及善用資源</li> <li>• 可持續發展的概念</li> <li>• 綠色生活習慣和實踐綠色生活</li> </ul>
範疇三 理財與 經濟	本學習範疇旨在幫助學生認識理財的知識和提升他們的理財能力，並認識國家和香港的經濟發展及彼此的關係。通過本範疇的學習，學生應明白基本的理財概念和技巧、國家和香港的經濟發展，並建立正確的金錢觀念。	<ul style="list-style-type: none"> <li>• 明智的消費抉擇</li> <li>• 理財技巧及正確的金錢觀念</li> <li>• 國家和香港的經濟發展，以及兩者的經濟關係</li> <li>• 國家近期與世界的經濟連繫</li> </ul>



範疇	範疇簡介	學習重點（舉隅）
範疇四 社會與 公民	本學習範疇旨在透過多方面認識和探討社會議題，啟發學生認識社會及關注社會事務，了解公民的權利和義務，並提高他們的公民意識。通過本範疇的學習，學生能發展適應社會變遷的能力，尊重法治和守法精神，學習關愛共融，成為盡責的公民，為社會的發展作出努力。	<ul style="list-style-type: none"> <li>● 本地社區的特色</li> <li>● 香港社會的發展</li> <li>● 個人的權利與義務</li> <li>● 遵守規則和法津</li> <li>● 香港特別行政區政府的組織及運作</li> <li>● 《憲法》和《基本法》教育</li> <li>● 關心和服務社會</li> </ul>
範疇五 國家與 我	本學習範疇旨在透過有趣的故事和貼近日常生活的課題，增加學生對國家歷史、中華民族和文化，以及國家發展的興趣，培養對國家的歸屬感。通過本範疇的學習，學生應對國家的歷史和中華文化的發展概況有基本的了解，並認同他們的國民身份，樂意承擔傳承中華文化的責任和貢獻國家。	<ul style="list-style-type: none"> <li>● 國家歷史的發展和歷史人物</li> <li>● 中華文化的特色和傳承</li> <li>● 有趣的國家事件或事物</li> <li>● 國家的文化遺產</li> <li>● 國家安全的重要性</li> <li>● 國家的現代發展</li> <li>● 國旗、國徽、國歌、區旗、區徽</li> <li>● 中央與香港特別行政區的關係</li> </ul>
範疇六 世界與 我	本學習範疇旨在透過情境及與學生日常生活息息相關的事例，提高學生對古、今及未來世界的興趣，同時提升學生的資訊素養和正確運用資訊科技的意識。通過本學習範疇，學生能對世界更加關注，認識世界和欣賞不同地方的人民生活與文化特色，並關注國家與世界的連繫，願意為國家和世界的發展而努力。	<ul style="list-style-type: none"> <li>● 不同文化群體的生活方式</li> <li>● 媒體和資訊素養</li> <li>● 影響全球發展的歷史事件</li> <li>● 國家走向世界的發展</li> <li>● 人類共同關心的全球性問題</li> </ul>

<b>Primary Humanities Curriculum Framework (Provisional Draft)</b>	
<a href="https://www.edb.gov.hk/ph">https://www.edb.gov.hk/ph</a>	



個人、社會及人文教育學習領域

## 小學人文科

課程框架（擬定稿）

課程發展議會個人、社會及人文教育委員會

2023 年 11 月



**Personal, Social and Humanities Education Key Learning Area**  
**Primary Humanities Curriculum**  
**School Questionnaire Survey (Chinese version only)**

**Purpose**

The purpose of this questionnaire is to collect schools' views on the implementation of the Primary Humanities curriculum, including the curriculum framework (provisional draft) and related support measures.

**Background**


2. The 2023 Policy Address delivered by the Chief Executive announced the introduction of Primary Science and Primary Humanities. To tie in with the introduction of the science subject, the Education Bureau (EDB) has been concurrently formulating the curriculum of Primary Humanities. Primary Humanities covers the content of the Personal, Social and Humanities Education Key Learning Area and aims to help students develop their understanding of individuals, families, our country and the world; nurture their humanistic qualities by learning to respect the value of every individual, treasure themselves and care about the well-being of others so as to build a caring and inclusive society. Students are expected to appreciate and inherit history and culture as common human experiences; care for the environment and love nature, as well as promote sustainable development.

3. The Curriculum Development Council Committee on Personal, Social and Humanities Education has set up the Ad Hoc Committee on Primary Humanities (the Ad Hoc Committee) for reviewing and developing the Primary Humanities curriculum. In formulating the content of the Primary Humanities curriculum, the Ad Hoc Committee has made reference to the relevant content in the General Studies curriculum for primary schools, fully considered the needs of students and the development of the society, and took into account the views collected from major stakeholders, including principals from primary and secondary schools, teachers, academics from tertiary institutes and professionals. After thorough deliberation, the Ad Hoc Committee completed the compilation of the Primary Humanities Curriculum Framework (Provisional Draft) and remarked that the new curriculum can foster students' physical and mental growth, help them build a solid knowledge foundation, develop generic skills and different thinking skills, cultivate proper values and attitudes, and strengthen students' patriotism and understanding of our country, so as to further promote humanities education, national and national security education, etc.. The Ad Hoc Committee submitted the Primary Humanities Curriculum Framework (Provisional

Draft) to the Curriculum Development Council Committee on Personal, Social and Humanities Education in November 2023 and it was endorsed by the Committee

### **Questionnaire and Curriculum Document**

4. This questionnaire (Chinese version only) and the attached Primary Humanities Curriculum Framework (Provisional Draft) (Annex 3) (Chinese version only) can be downloaded from the Primary Humanities webpage of the Kindergarten and Primary Section, EDB:

<p><a href="https://www.edb.gov.hk/ph">https://www.edb.gov.hk/ph</a></p>	
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### **Completion of the Questionnaire**

5. Each school should return **ONE** online questionnaire (Chinese version only) and it should be completed by the school head or his/her representative (such as Vice Principal, Primary School Master/Mistress (Curriculum Development) [PSM(CD)], and General Studies subject panel head). The information provided by the school will only be used by the CDC and the EDB for the holistic review of the Primary Humanities curriculum. The information will be processed in a confidential manner and information of individual schools will not be disclosed.

### **Deadline**

6. Schools should return **the online questionnaire (Link of online questionnaire: <https://forms.office.com/r/B1GGb3xsaE>) on or before 5 January 2024.**

7. For enquiries, please contact Ms Sheila WONG of the Kindergarten and Primary Section, Curriculum Development Institute, EDB at 2892 5822.

**( Continued on next page )**

個人、社會及人文教育學習領域：  
小學人文科課程  
學校問卷調查

填寫問卷前，請先閱讀隨附的《小學人文科課程框架》（擬定稿）（附件三）。

每所學校需填寫及遞交一份問卷，並於2024年1月5日（星期五）或以前，透過網上問卷連結：<https://forms.office.com/r/B1GGb3xsaE> 回答問卷。

如有查詢，請與教育局幼稚園及小學組黃佩施女士聯絡（電話號碼：2892 5822；電郵地址：csokp@edb.gov.hk）。

甲部：學校資料

學校編號：	
學校名稱：	
校長姓名：	

乙部：問卷

請回答下列問題，以表達對課程的意見。

- 1 教育局跟進《2023年施政報告》，將於小學階段開設小學人文科課程，以協助學校加強人文素養的發展和落實愛國主義教育，以及適時重整現行常識科課程（詳見小學人文科課程框架（擬定稿）頁2至3）。貴校是否認為此重整後的課程能配合上述教育發展的方向？

非常 認同	認同	不認同	沒有 意見
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- 2 貴校是否認同小學人文科課程的以下課程理念？

非常 認同	認同	不認同	沒有 意見
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- (i) **立德樹人**：培養學生的人文素養，身心靈健康發展，鑄牢良好品格道德及社會價值觀，成為有文化自信、具識見及負責任的人，為家庭、社會、國家及世界的福祉作出貢獻

(ii) <b>探究學習</b> ：以多元化的探究式和體驗式互動學習活動，提高學生的學習興趣，讓學生從多角度探究事物，主動建構知識，促進自主學習				
(iii) <b>連繫生活</b> ：將學習與日常生活連繫起來，並配合社會時事，利用生活化的課題，讓學生在熟悉的情境和主題中，發展成為積極的學習者				
3 根據《小學人文科課程框架》（擬定稿）的內容，貴校是否認為能達致以下的課程宗旨？				
	非常 認同	認同	不認同	沒有 意見
(i) 協助學生身心健康成長，從小培養正確的價值觀和態度，成為充滿自信、理性和富責任感的公民				
(ii) 認識自己在家庭和社會所擔當的角色及應履行的責任，尊重法治和守法精神，並為共同福祉作出貢獻				
(iii) 認識國家的歷史、地理、中華文化及現代發展，培養對國民身份認同和對國家的歸屬感，並致力貢獻國家和世界				
(iv) 關注本地、國家及世界發展及彼此的連繫				
(v) 通過可持續發展教育，關心及愛護環境，實踐綠色生活				
4 貴校是否認同小學人文科課程的以下設計原則？				
	非常 認同	認同	不認同	沒有 意見
(i) 培養學生的人文素養和學習興趣				

- (ii) 連繫學生日常生活經驗
- (iii) 結合課堂內外的學習經歷
- (iv) 培養學生探究和解決問題的能力
- (v) 清晰指出學生於小學階段所需掌握的個人、社會及人文教育學習內容，以銜接初中和高中的人文科目的學習
- (vi) 提供具體的學習內容說明、建議學習活動／教學建議及相關學與教資源
- (vii) 培養學生正確的態度和價值觀

5 貴校是否認為《小學人文科課程框架》（擬定稿）的重整和增潤內容能有助學校推行以下課程發展重點？

- (i) **加強國民教育：**增潤中華文化、國家歷史、國家地理及國家發展元素，從小培養學生傳承中華傳統美德，加強他們的文化自信及建立國民身份認同，以落實愛國主義教育
- (ii) **持續推動價值觀教育：**於每個年級的學習主題融入相關的價值觀和態度，同時保留及優化有關性教育、媒體和資訊素養、可持續發展教育等學習元素，並增潤理財教育相關內容，以立德樹人為目標，培養學生的人文素養，達致全人發展
- (iii) **以學生學習為中心：**課程內容著重不同年級之間的銜接，主題以螺旋

非常認同	認同	不認同	沒有意見
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式設計，按年級的遞進編排生活化的學習主題，逐漸深化學習內容，配合學生的身心發展、能力、興趣和需要，以銜接初中和高中人文科目的學習

- 6 貴校是否認為《小學人文科課程框架》（擬定稿）就必須學習內容提供學習內容說明、建議學與教活動及相關資源，能更具體及有系統地闡述各個必須學習內容所包含的學習元素，讓教師更易掌握學習內容的深度和廣度？

非常 認同 不認同  
認同

沒有  
意見

- 7 貴校是否認為《小學人文科課程框架》（擬定稿）所提供的教學建議，能讓學生更全面地掌握學習內容，發展探究能力及提升共通能力？

非常 認同 不認同  
認同

沒有  
意見

- 8 按《小學人文科課程框架》（擬定稿）試行新課程或將來推行課程時，貴校認為教師最需要下列哪方面的專業培訓課程？（可選多於一項）

- 國家歷史
- 中華文化
- 國家地理
- 國家最新發展
- 國家安全教育
- 價值觀教育（首要價值觀教育、性教育、理財教育、媒體和資訊素養）
- 課程架構及學習重點（課程詮釋）
- 學與教策略（探究式學習、體驗式學習）
- 課程規劃與評估
- 學習圈經驗分享

- 9 貴校認為教師最需要下列哪方面的學與教資源？（可選多於一項）

- 國家歷史
- 中華文化
- 國家地理

- 國家最新發展
- 國家安全教育
- 價值觀教育（首要價值觀教育、性教育、理財教育、媒體和資訊素養）

10 貴校會否有興趣參加小學人文科學習圈？

- 會
- 不會

11 小學人文科於2025/26學年推行，學校可按校情及準備程度，最早可於2024/25學年按《小學人文科課程框架》試行新課程。教育局會在不同方面就新課程向學校提供支援，包括提供學與教資源，以及教師專業發展課程。

貴校會否選擇於2024/25學年試行新課程（如部分內容或主題、在某班級試行）？

- 會
- 不會

12 貴校對小學人文科課程的其他意見或建議：

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請於 **2024年1月5日（星期五）或之前**，透過網上問卷連結：  
<https://forms.office.com/r/B1GGb3xsaE> 回答問卷。

— 完 —

感謝貴校的意見！