Promoting National Education and National Security Education in the School English Language Curriculum (Primary Level)

27 June 2025
English Language Education Section
Curriculum Development Institute
Education Bureau

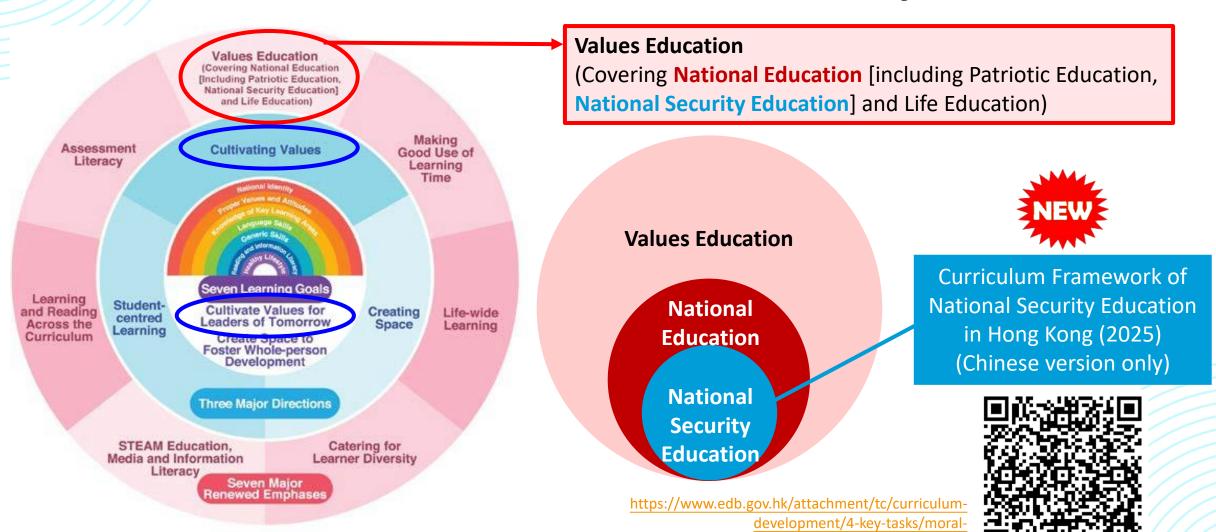
Objectives

- 1. Provide insights into the planning and implementation of learning and teaching activities for the promotion of national education (NE) & national security education (NSE) in the primary English classroom
- 2. Introduce the **resources** in support of promoting NE & NSE in the school English Language curriculum
- 3. Share examples on designing diversified learning activities to foster students' sense of national identity in the primary English classroom

What is National Education (NE) and National Security Education (NSE)?

- Primary Education Curriculum Guide (2024)
- Curriculum Framework of National Security Education in Hong Kong (2025)
- English Language Education Key Learning Area Curriculum Framework of National Security Education (2025)

National Education and National Security Education

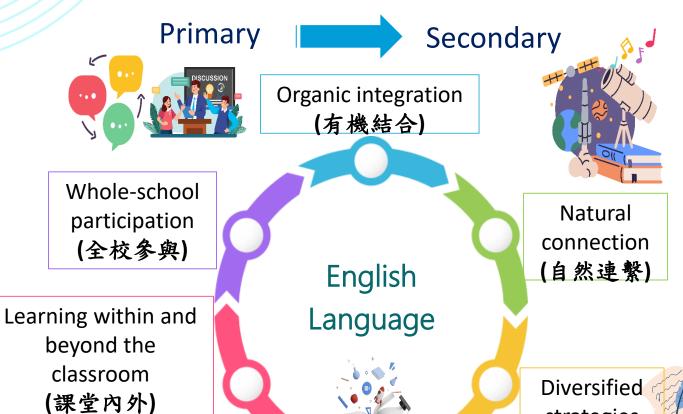


civic/nse/nse2025 framework.pd

EDB Circular No. 17/2024 Annex 1

National Security Education at the Primary Level

English Language Education Key Learning Area (ELE KLA) Curriculum Framework of National Security Education (NSE) (2025)



- The English Language subject is **not content-based**; therefore, this framework is presented through illustrative **examples** rather than prescriptive content.
- Schools should also refer to the Curriculum Framework of National **Security Education in Hong Kong** (2025) and other relevant curriculum documents to support effective implementation.

strategies 多元策略)

mutual coordination (互相配合)

https://www.edb.gov.hk/attachment/tc/curriculumdevelopment/4-key-tasks/moralcivic/nse/nse2025 subject framework ele.pd

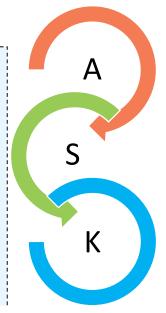


National Security Education at the Primary Level

English Language Education Key Learning Area (ELE KLA) Curriculum Framework of National Security Education (NSE) (2025)

Learning Objectives

- The development of proper values and attitudes, including national identity and awareness of safeguarding national security, is an integral part of the ELE curriculum. While developing students' language skills, opportunities to explore and foster these attitudes should be provided in all English learning tasks.
- Schools should organically integrate NSE elements into and connect them naturally with suggested modules and units of the English Language curriculum
- NSE is not additional or new content, but should be embedded meaningfully within existing curriculum components. In this connection, it is not necessary to cover all the twenty major fields.
- Ensure progression across year levels/key stages from:
 - > understanding national developments and major fields of national security, to
 - reflecting on and applying knowledge of national security
- Enrich and extend students' learning through:
 - selecting relevant materials
 - organising learning activities within and beyond the English classroom, and cross-curricular and life-wide learning activities in collaboration with other subject departments





National Security Education at the Primary Level

An example showing the progression of learning elements for NSE

Lower Primary Level (KS1)

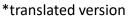
1.5 Have a **preliminary** understanding of and appreciate some of our country's achievements that can be reflected in daily life

1.7 Understand some major fields of national security covered by a holistic approach to national security

*translated version

Upper Primary Level (KS2)

2.5 **Understand** our country's recent developments, achievements and contributions and take pride in them 2.20 Care for oneself, family, society, our country, and nature, and contribute to safeguarding national security

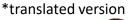






Junior Secondary Level (KS3)

3.2 Understand the **inheritance** and development of our country's excellent traditional culture across various dimensions (e.g. tangible, institutional, spiritual), and strengthen cultural confidence





KS4

Suggested Learning and Teaching Activities



Classroom learning activities

 Refer to the "Learning and Teaching Activities (Examples)" provided in the curriculum framework for ideas that align with different modules and levels



English-related life-wide learning activities

 Enrich students' language learning by integrating NSE into authentic contexts (e.g. organising an "Anti-Scam Day" to raise awareness of societal security)



Project learning and cross-curricular activities

- Collaborate with other KLAs/subjects (e.g. Primary Humanities) to
 - design cross-curricular projects
 - provide opportunities for students to apply language skills in meaningful contexts
 - connect language and content learning



Online and selfdirected learning activities

 Promote technologyenhanced and selfdirected learning by guiding students to make use of suitable learning resources (including eresources) within and beyond the school

Integrating NE & NSE into the School English Language Curriculum

- Connecting NE & NSE with the Themes/Topics of Teaching Modules
- Strengthening the Connection between English Language and Various Cross-curricular Domains
- Examples of Integrating Values Education (including NE & NSE)
 into the Primary English Classroom

Implementing Values Education into the English Language Curriculum

- Relevant themes, topics and everyday life events can be identified.
- A variety of **learning and teaching resources** can be selected to provide contexts for exploring value-laden issues and for critical and creative responses.
- Opportunities can also be provided for students to practise the target proper values and attitudes in their daily lives.
- The connection between English Language and various **cross-curricular** domains can be strengthened through designing learning activities such as projects, reading and analysing the biographies of successful persons, and appreciating songs and lyrics.
- Holistic planning of the school curriculum can be enhanced with values education infused at the school, KLA and cross-KLA levels.

p.15, English Language Education Key Learning Area English Language Curriculum Guide (Primary 1 – 6) (ELCG) (2025) https://www.edb.gov.hk/elecg English Language Education Key Learning Area English Language Curriculum Guide (Primary 1 - 6)

Implementing NE & NSE into the English Language Curriculum

- National education, Constitution and Basic Law education and national security
 education are all essential for helping students develop into good nationals who have
 a sense of national identity, respect the rule of law and abide by the law, hence
 safeguarding national security.
- Schools should:
 - enhance students' understanding of our country
 - nurture their respect for diverse opinions
 - foster their love for peace
 - emphasise the importance of abiding by the rule of law

p.28, English Language Education Key Learning Area English Language Curriculum Guide (Primary 1 – 6) (ELCG) (2025)

https://www.edb.gov.hk/elecg





Holistic Planning of the School Curriculum for Integrating NE & NSE into the School English Language Curriculum

organic integration

natural connection

mutual coordination

learning within and beyond the classroom

whole-school participation

diversified strategies

School level

School mission, school context, stakeholders' views, students' needs

School development plan and major concerns

English KLA level

General English
Programme

Reading Workshops

Enrichment Programme...

Cross-KLA level

Reading across the Curriculum

Cross-curricular collaboration

Life-wide learning activities...

Holistic Planning of the School Curriculum for Integrating NE & NSE into the School English Language Curriculum

Collaborate with parents and foster homeschool cooperation, e.g.

- engage the PTA in running parent-child activities
- organise talks for parents and students

Make good use of community resources to organise life-wide learning activities, e.g.

- visiting historical sites / museums / parks / zoos
- attending a traditional cultural performance
- participating in the celebration of a festival





Connecting NE & NSE with the Themes/Topics of Teaching Modules in the English Language Curriculum

English Language

Values Education











Language Skills Development



Focuses, e.g.

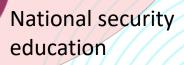
- Values and attitudes (including priority values, NE and NSE)
- Text types
- Reading/writing strategies
- Language items



Priority values and attitudes



National education



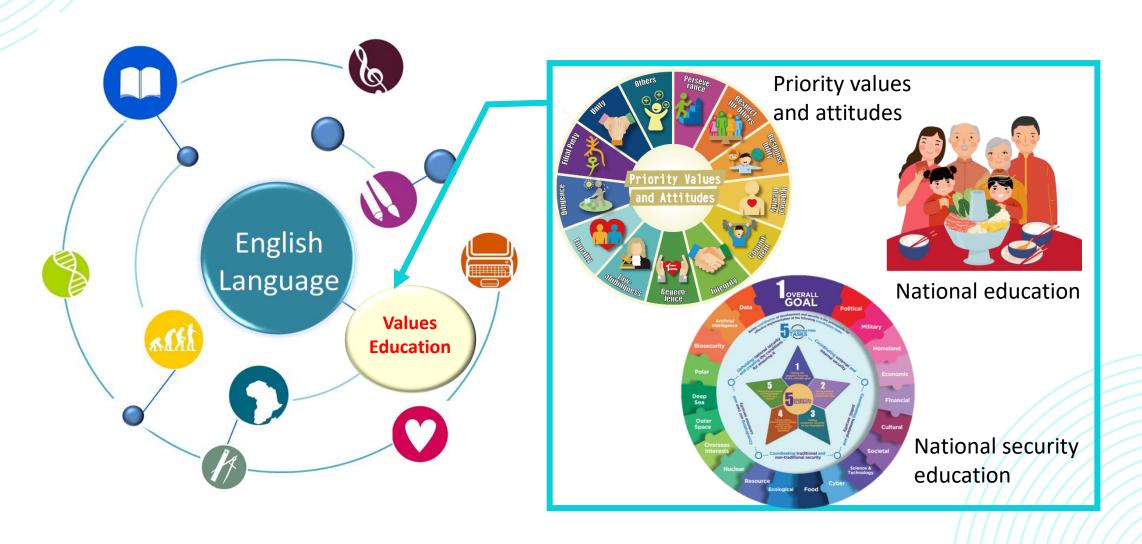
Example: Connecting NE & NSE with the Themes/Topics of Teaching Modules in the English Language Curriculum

Module & unit	VE, NE & NSE	Learning & teaching activities
<u>KS1</u>		
Caring and Sharing I am a good citizen	Law-abidingness [VE] Understand the importance of obeying the law and following rules [NSE 1.16]	Storytelling about rules around us
Places and Activities Holiday time	Respect for others [VE] Cultural security [NSE] Have a preliminary understanding of and appreciate some of our country's achievements that can be reflected in daily life (culture) [NSE 1.5]	View a video about folk dances and learn about the culture of Chinese ethnic groups
The World Around Us Amazing animals and plants	Responsibility [VE] Ecological security [NSE] Have a preliminary understanding of and appreciate some of our country's achievements that can be reflected in daily life (ecological conservation) [NSE 1.5]	Writing a riddle about an endangered animal in our country

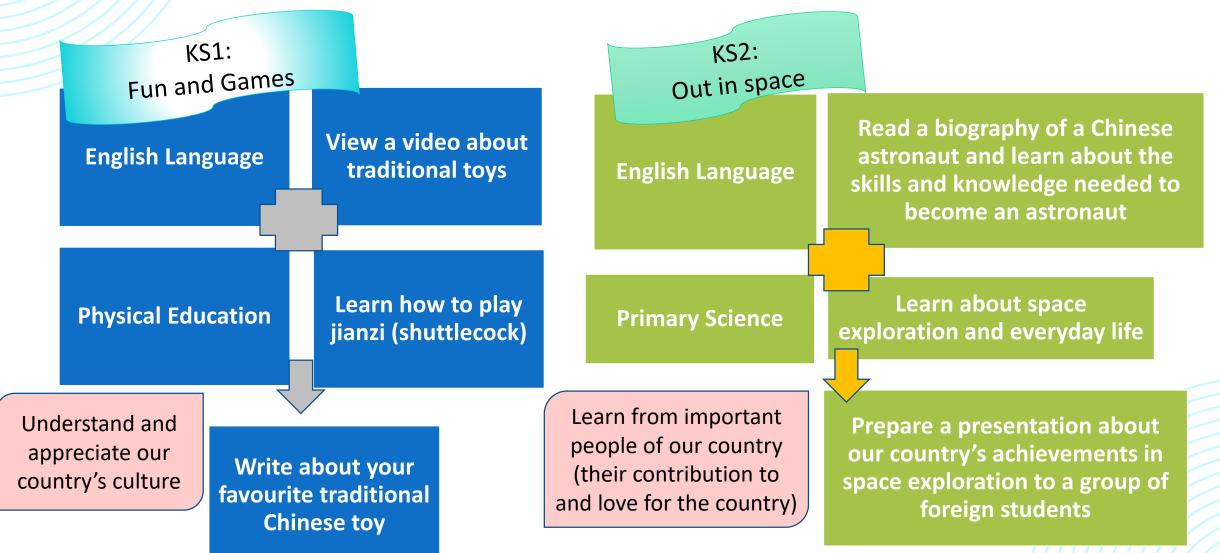
Example: Connecting NE & NSE with the Themes/Topics of Teaching Modules in the English Language Curriculum

Module & unit	VE, NE & NSE	Learning & teaching activities
KS2		
Happy Days Festivals	National identity [VE] Cultural security [NSE] Understand and appreciate traditional Chinese culture [NSE 2.2]	Designing pamphlets and posters which introduce the customs of traditional festivals
The Magic of Nature Wonders of nature / Taking care of our earth	Responsibility [VE] Ecological security [NSE] Understand our country's recent developments, achievements and contributions and take pride in them (ecological conservation) [NSE 2.5]	Reading a travel blog about a famous national park in our country to learn about the wild animals and our country's achievements in conservation
We Love our Home Special people, special things	Perseverance [VE] Food security [NSE] Learn from important people of our country (their contribution to and love for the country) [NSE 2.1]	Reading biographies of famous people (e.g. Professor Yuan Longping, Li Shizhen, athletes) and learning how they overcame challenges and helped our country

Strengthening the Connection between English Language and Various Cross-curricular Domains



Strengthening the Connection between English Language and Various Cross-curricular Domains



Integrating Values Education into the Primary English Classroom

English Language

Values Education

Example 1 .
Books /
readers

An e-book (information text)





Literacy Skills Development

Module (KS2)

Happy Days (Festivals)

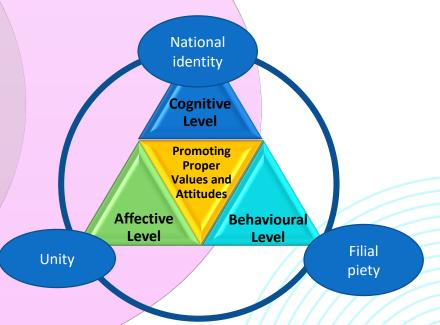
Learning objectives - content

- To learn about the origins and customs of four traditional Chinese festivals
- To cultivate in students proper values and attitudes (e.g. national identity, filial piety, care for others)
- To compare the similarities and differences of how the festival is celebrated in different cultures

Learning objectives - language

- To understand the features of information texts (e.g. the use of the simple present tense)
- To use the Venn diagram to organise information
- To use appropriate connectives (e.g. and, but, both, although) for comparing and contrasting ideas

NE & NSE: Understand and appreciate traditional Chinese culture



Example activities in Reading Workshops

Students read about the origins and customs of different Chinese festivals, namely Chinese New Year, the Ching Ming Festival, the Dragon Boat Festival and the Mid-Autumn Festival.

Activity 1

 Invite students to explore the origin, meaning and traditions of the festivals.



- Guide them to read and discuss the content and features of an article through
 - ✓ analysing the organisation of content; and
 - ✓ identifying connectives, the use of tenses and sensory language.
- Ask students to reflect on the values of the festivals and how these festivals are related to their everyday lives (e.g. Mid-Autumn Festival -> gratitude, reunion and love for family).

Activity 2

- Guide students to compare and contrast the how the same festival is celebrated in different cultures, e.g. the Mid-Autumn Festival in Japan, South Korea and Thailand.
- Introduce the Venn diagram to help students record the similarities and differences in customs, and use appropriate connectives to write about them.

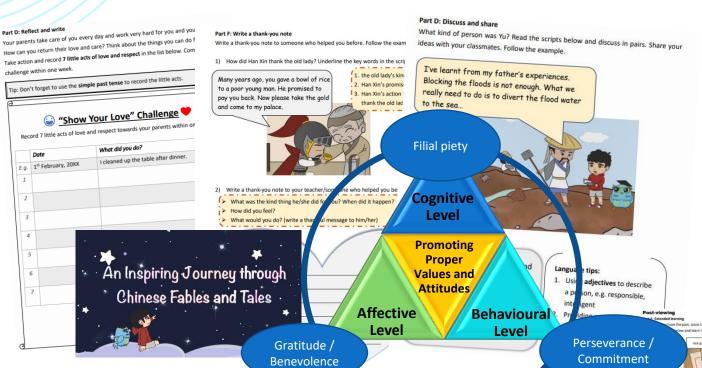
Activity 3

Ask students to design a poster which introduces the traditions of a traditional Chinese festival which is also celebrated in other cultures.

Tsukimi

Integrating Values Education into the Primary English Classroom

Pre-/While-/Post-viewing activities



Animation series
"An Inspiring Journey through Chinese
Fables and Tales" seasons 1 & 2



NE & NSE: Understand and appreciate traditional Chinese culture - calligraphy



Read what Jason says and fill in the blanks with the names of the above st





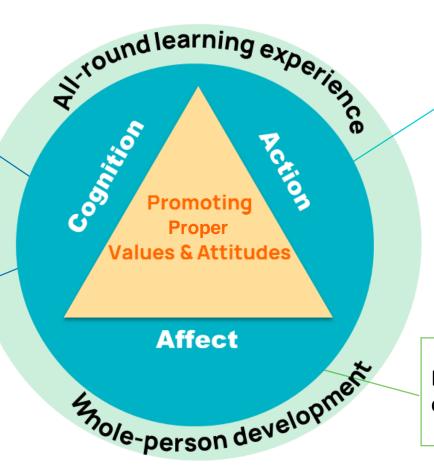


Conclusion & Resources

Integrating NE & NSE into the Primary English Classroom Integration of cognition, affect and action

Development of language skills, vocabulary, language structures, text types, etc.

Enriching students' knowledge of NE & NSE by connecting it to their everyday life



Application of language and generic skills through RaC / cross-curricular / life-wide learning activities

Reflection, sharing of learning experiences

Guidelines for implementing NE & NSE

- Curriculum leaders should plan the curriculum holistically with reference to the learning elements of the Curriculum Framework of National Security Education in Hong Kong, as well as the guidelines and frameworks of different subjects.
- Schools should review the implementation of NE & NSE in a timely manner and ensure clear division of work between subjects.
- Appropriate **entry points** should be selected. The major domains of NSE should not be used as a checklist.
- Learning content of NE & NSE is included in General Studies / Primary Humanities; other subjects should complement the promotion of NE & NSE.
- A "Whole-School Approach" should be adopted; cross-curricular collaboration should be promoted.
- Qualitative and quantitative data should be collected (e.g. assessment data, teachers' observation, students' reflection) to review implementation effectiveness and inform curriculum planning.

Reference: p.39-40, Curriculum Framework of National Security Education in Hong Kong (2025) (Chinese version only)



Learning and Teaching Resources (Primary)

Resource Kit





food security



cultural security



ecological security



outer space security



e-Book "Traditional Chinese Festivals"

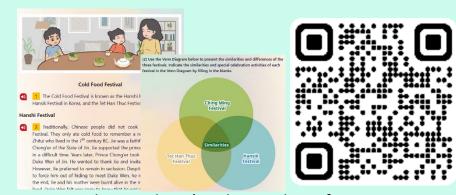




learning about Chinese traditions and customs



reflecting on the traditions



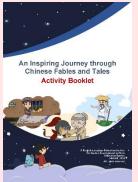
extending students' understanding of different cultures

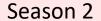
Learning and Teaching Resources (Primary)

Animations "An Inspiring Journey through Chinese Fables and Tales"

Season 1













Online interactive e-learning resources

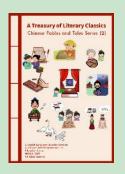
A Treasury of Literary Classics (Primary Level)

- Chinese Fables and Tales Series (1) & (2)











Learning Circle on "Developing Students' Self-directed Learning Capabilities: Exploring the Use of Artificial Intelligence in the Primary English Classroom" (2025/26 School Year) Course ID: CDI020260122

Event(s)

Event (ID)	Date	No. of Event Days	Venue	Speaker(s) / Facilitator(s)	Max. no. of participants
AA	2025/10/01 (Wed) - 2026/06/30 (Tue)	5.0	To be confirmed	To be confirmed	50

Event	Closing date for		Remark	
(ID)	Applicant	Recommending / Approving Officer		
AA	2025/07/07	2025/07/11	Please refer to Attachment 1 for details regarding the Learning Circle. Please return the completed application form (Attachment 2) via email to ele@edb.gov.hk by 11 July 2025 (Friday).	



THANK YOU!

