

19 April 2023

Education Bureau Circular No. 6 /2023

Personal, Social and Humanities Education Key Learning Area: Religious Education Curriculum (Secondary 1-3)

[Note: This circular should be read by-

- (a) Supervisors/Heads of all Government, Aided (including Special Schools), Caput Secondary Schools, Private Secondary Schools, and Secondary 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 junior secondary Religious Education revised curriculum developed by the Curriculum Development Council (CDC) and the related school questionnaire survey.

Background

2. Religious Education is a junior secondary curriculum in the Personal, Social and Humanities Education Key Learning Area¹ (PSHE KLA) of the school curriculum, which covers the essential learning contents of Strand 1 of the PSHE KLA. Schools with religious affiliation can offer this curriculum to systemically convey their mission in education and promote values education, as well as enable students to lay the knowledge foundation required for studies at the senior secondary level (including Ethics and Religious Studies). Religion is an important cornerstone of human civilisation, and many religious values are precious guidelines for the sustainable development of society. Schools of different backgrounds can draw reference to these values when cultivating values in students.

3. The Education Bureau (EDB) has been constantly reviewing the implementation of the Religious Education curriculum in schools. It has been over 23 years since the launch of

¹ The PSHE KLA includes six learning strands: Strand 1 “Personal and Social Development”, Strand 2 “Time, Continuity and Change”, Strand 3 “Culture and Heritage”, Strand 4 “Place and Environment”, Strand 5 “Resources and Economic Activities” and Strand 6 “Social Systems and Citizenship”.

the existing Religious Education curriculum in 1999. In the meantime, the related curriculum guides for the secondary level have been updated and major renewed emphases and directions of curriculum development have been recommended, including the *Values Education Curriculum Framework (Pilot Version)* (2021). Hence, revision of the Religious Education curriculum is needed to ensure that the curriculum content can keep abreast of the times to promote students' whole-person development.

4. The “Ad Hoc Committee for Revising Religious Education (Secondary 1-3)” (the Ad Hoc Committee) under the Curriculum Development Council Committee on Personal, Social and Humanities Education commenced the revision work. The Ad Hoc Committee has all along made reference to views collected from key stakeholders (including secondary school principals, teachers, university academics, major faith school sponsoring bodies, etc.). After thorough deliberation, the Ad Hoc Committee concurred with the major revisions of the curriculum (vide paragraph 6 below). The revised curriculum is considered effective in catering for the development needs of students, which can help students build up knowledge foundation, develop generic skills, cultivate positive and correct values and attitudes, as well as prepare them for studies at the senior secondary level. The “Religious Education Revised Curriculum Framework” recommended by the Ad Hoc Committee was accepted in the meeting of the Curriculum Development Council held in February 2023.

5. The EDB recommends that the revised Religious Education curriculum be implemented at Secondary 1 in faith secondary schools in Hong Kong in September 2024. The EDB will provide different support to schools on the revised curriculum, including learning and teaching resources and professional development programmes for teachers to help schools implement the revised curriculum.

Major Revisions of the Curriculum

6. Major revisions proposed by the Ad Hoc Committee include the following:
- **A common framework:** “Learning about Religion” (9 topics) and “Learning from Religion” (21 topics) constitute a common framework, with each of the six religions contributing religious teachings to different topics in the common framework.
 - **A dual emphasis on “Learning about Religion” and “Learning from Religion”:** “Learning about Religion” refers to the systematic study of the basic components of religion while “Learning from Religion” explores the ultimate questions of individuals and society through a religious lens, such as the meaning of life, overcoming difficult times, questing for a happy life, etc. This dual emphasis approach can highlight the guiding effect of religious teachings on the personal growth of students, and provide a non-material perspective for understanding personal and social topics.

- **Whole-person development, practice and actions driven by positive values:** The revised curriculum highlights the importance of establishing, reflecting on and practising positive values, as well as the importance of religious practice (such as meditation / prayer) and religious praxis (such as caring and service).
- **Laying the foundation for a happy life:** The revised curriculum provides religious teachings and insights for exploring topics about life, including making moral judgments, questions on suffering, overcoming difficult times, seeing through wealth, questing for the meaning of life, understanding life and death, seeking the truth, making peace, etc., to enrich students’ spiritual life and provide inspiration and guidance to students to pursue meaning in life.
- **Strengthening the interface with the senior secondary curriculum of Ethics and Religious Studies:** Topics on “understanding the world” through religious wisdom, including caring and justice, environmental protection, understanding media and the virtual world, etc., are added to strengthen the interface with the senior secondary curriculum of Ethics and Religious Studies.

School Questionnaire Survey

7. The EDB is going to collect schools’ views on the implementation of the revised curriculum, in particular schools’ readiness and needs for support, which will serve as a reference for the Curriculum Development Council and Curriculum Development Institute to formulate support measures. Please refer to the attached documents: “Religious Education (Secondary 1-3) Revised Curriculum Framework (Consultation Draft)” (Annex 1) and “Religious Education Curriculum School Questionnaire Survey” (Annex 2). These documents have also been uploaded to the website of the PSHE Section, EDB:
<http://www.edb.gov.hk/en/curriculum-development/kla/pshe/whats-new.html>

8. School heads or their representatives (such as Vice-principal, Prefect of Studies, PSHE KLA Coordinator, subject panel head, etc.) please complete the questionnaire and return it by post to the PSHE Section, Room 1319, 13/F Wu Chung House, 213 Queen’s Road East, Wanchai, Hong Kong **on or before 18 May 2023**.

Enquiry

9. For enquiries, please contact Dr YIP Cheong-man (2892 5475) of the PSHE Section.

WF WONG
 for Secretary for Education

Personal, Social and Humanities Education Key Learning Area
Religious Education (Secondary 1-3)

Revised Curriculum Framework

[Translated Version]

(Consultation Draft)

Curriculum Development Council

March 2023

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1.1 Background

In this curriculum document, the term “religion” refers to the religions that school sponsoring bodies in Hong Kong affiliated with, which are Buddhism, Christianity, Confucianism, Islam and Taoism.

Religion is an important cornerstone of human civilisation, and many religious values are precious guidelines for the sustainable development of society. For individuals, religious faith caters for the spiritual quest beyond material desires which does not decline with the change of time. Instead, rapid social changes stimulate fervent inquiry into ultimate questions such as “What is life about?”, “What is happiness?” and “Why do people seek the truth?”.

1.2 Rationale and Direction for Development**1.2.1 Caring for students’ personal growth and spiritual development, and laying the foundation for the pursuit of a good life**

From a religious perspective, a good life is not just based on material abundance. Spiritual pursuit, spiritual life and spiritual practice are also necessary. The Religious Education (S1-S3) revised curriculum guides students in their adolescence to think about their personal identity, development direction and meaning of life, and inspires their non-material pursuits from a religious and humanistic point of view. Through the study of religious teachings and immersion in religious cultures, students are guided to develop positive values and beliefs useful throughout their lives, so that students can make informed decisions and take ethical actions, which lays the foundation for a happy life.

1.2.2 Cultivating the next generation with religious wisdom, so that they can become physically and mentally healthy, caring and respectful

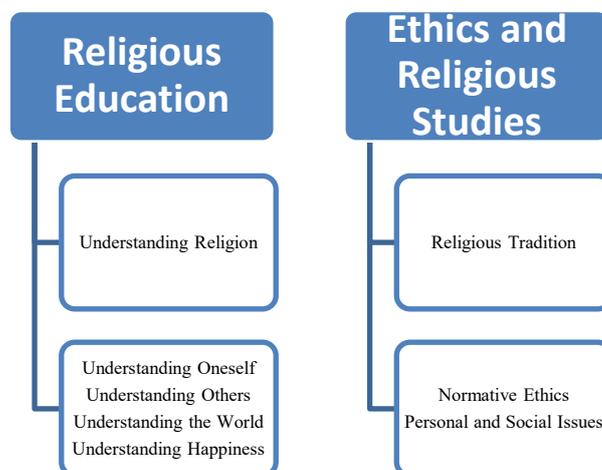
In the age of knowledge explosion, we not only need to obtain information, but more importantly, we also need to master key concepts, think critically and realise human nature and world affairs eventually. High-quality religious education enables students to appreciate how religions embody important civilisations of mankind. It also helps students, whether they are believers or non-believers, understand and seek the truth. Last but not least, it aims at nurturing students into humanistic, respectful and tolerant individuals who are physically and mentally strong, as well as open-minded leaders with visions.

1.2.3 Expanding the breadth of religious education and providing more diverse approaches to learning

The breadth of the curriculum and learning and teaching approaches should be expanded in order to maintain the vitality of religious education. For example, young people are increasingly involved in the virtual world in their study and life. Their inquiry into this topic is not only confined to ways to understand and discern information, but also a number of other issues, such as time management, interpersonal relationships, impacts on values and addictive behaviours. The part on “Learning from Religion” in the Religious Education (S1-S3) revised curriculum addresses such issues in specific modules, drawing wisdom from religious teachings and featuring content relevant to daily life to facilitate students’ effective learning.

1.2.4 Vertical interface with senior secondary subjects

This curriculum provides opportunities for students to gain knowledge of religious traditions and introduces the basic knowledge, thinking perspectives and values in personal and social development at Key Stage 3 of the Personal, Social and Humanities Education Key Learning Area (PSHE KLA), which helps students understand themselves as well as their connections with and concerns for others and the world. The content and learning approaches of the Religious Education (S1-S3) revised curriculum will help students further explore and study relevant topics in Ethics and Religious Studies and other subjects at Key Stage 4. For example, the topics of “Learning from Religion: Understanding the World” and “Learning from Religion: Understanding Happiness” lay the foundation for further learning in “Personal and Social Issues” of the Ethics and Religious Studies curriculum at the senior secondary level.



Above: Curriculum frameworks of Religious Education (S1-3) and Ethics and Religious

1.2.5 Horizontal complement with other humanities subjects

At present, schools can deliver essential learning elements in Strand 1 “Personal and Social Development” of PSHE KLA through the subject of Religious Education. To facilitate teachers’ reviewing and planning of the curriculum, it is necessary to revise the *Syllabuses for Secondary Schools: Religious Education (Secondary 1-3) (1999)* to outline the essential learning elements of Strand 1 covered by Religious Education. In curriculum planning, teachers should carefully review the connection between different subjects and integrate pertinent content, so as to minimise duplication and maximise the complementary relationship between subjects for better use of lesson time.

1.2.6 Alignment with learning objectives in the *Secondary Education Curriculum Guide* and the *Personal, Social and Humanities Education Key Learning Area Curriculum Guide*

The Religious Education (S1-S3) revised curriculum helps students achieve the Seven Learning Goals of the Hong Kong school curriculum, in particular: to understand one’s own interests, aptitudes and abilities, and develop and reflect upon personal goals with aspirations; to lead a healthy lifestyle; to understand contemporary issues at personal, community, national and global levels; and to respect for pluralism in society and develop a global perspective. Besides, the Curriculum Development Council has incorporated priority values¹, into the school curriculum framework in Hong Kong. These values align with those promoted by many school sponsoring bodies all along. The rich religious traditions, elements and languages help illustrate these positive values more concretely and instil them in students.

1.2.7 Building on existing strengths

When updating this curriculum document, the Ad Hoc Committee for Revising Religious Education (S1-3) (the Committee) has made reference to the *Syllabuses for Secondary Schools: Syllabus for Religious Education (Secondary 1-3)* promulgated by Curriculum Development Committee in 1983 and *Syllabuses for Secondary Schools: Religious Education (Secondary 1-3)* by the Curriculum Development Council in 1999. The

¹ According to the Values Education Curriculum Framework (Pilot Version) promulgated in 2021, the priority values include perseverance, respect for others, responsibility, national identity, commitment, integrity, care for others, law abidingness, empathy and diligence.

Committee has also drawn upon the curriculum design of other education systems and the learning and teaching experience inside and outside the classroom of many local schools. The enthusiasm of school sponsoring bodies and teachers of Religious Education is the greatest motivation for the continuous development, implementation and renewal of this curriculum.

1.3 Curriculum Aims

This subject aims at:

- (a) educating students about religion, religious traditions, religious lifestyles and representative religious figures;
- (b) enabling students to understand, through their own experience, others' and history, the influence of religion on how people perceive themselves and the world as well as their values and cultures;
- (c) educating students about how religion can lead to a healthy and positive life, and help to fulfil social and environmental responsibilities;
- (d) guiding students to pursue a faith or spiritual way of living, and to seek answers to questions in life; and
- (e) developing students' respect for religion and different cultures and values.

1.4 Learning Objectives

Knowledge:

Students are expected to

- (a) understand basic religious teachings, important religious figures, religious life and the significant influence of religion on human society;
- (b) understand the values and insistence of religious practitioners; and
- (c) understand key concepts related to personal growth, social interaction, care for the community, and pursuit of happiness, etc.

Skills:

Students are expected to

- (a) develop skills related to Religious Education, such as mindfulness practice, reflection, prayer, study of scriptures, introduction and explanation of one's belief to others, and understanding of different issues from the perspectives of religious practitioners; and
- (b) develop and apply the nine generic skills integratively, such as to foster holistic

thinking skills on issues related to personal and social well-being through the application of religious values.

Values and Attitudes:

Students are expected to

- (a) be reflective and strive for self-improvement;
- (b) be compassionate and caring for others;
- (c) have the commitment to making the world better; and
- (d) seek happiness for themselves and others with harmony in diversity.

In other words, teachers can provide learning opportunities for students to understand, nurture and practise priority values including perseverance, respect for others, responsibility, national identity, commitment, integrity, care for others, law abidingness, empathy and diligence, etc. in the Religious Education curriculum framework.

Actions:

Students will have opportunities to

- (a) give and make offering;
- (b) show care and serve; and
- (c) participate in religious practices or activities.

Chapter 2 Curriculum Structure

2.1 Curriculum Design Principles

2.1.1 Adopting the approaches of “learning about religion” and “learning from religion” flexibly for expected learning outcomes

This curriculum includes two parts, i.e., “learning about religion” and “learning from religion”, which represent two types of learning content and approach. “Learning about religion” refers to the systematic study of religious elements, while “learning from religion” explores ultimate questions of the individuals and society through a religious perspective. In terms of learning content, the two are interrelated, they interact with each other and hence, not separable. For example, many religious teachings offer inspiration to topics in life, which in turn provide the necessary background for understanding the teachings.

2.1.2 Promoting students’ whole-person development, emphasizing religious practice and actions driven by positive values

This curriculum has a designated column for religious values, in order to highlight the fact that religious education is a subject that places great emphasis on establishing, reflecting on and practising values. Religious education does not only advocate directly religious values but also establishes humanistic qualities and priority values such as perseverance, integrity, caring, responsibility and empathy for individuals and the society via religious wisdom.

2.1.3 Adopting a flexible framework and embracing content

This curriculum covers a broad range of topics. It starts from learning about religion and learns to look at oneself, others, the world and happiness through religion. It also discusses different layers of life issues in the light shed by religion. The flexible curriculum framework allows different religious traditions to exemplify how students can gain wisdom through religious teachings and values. And it leaves room for teachers to flexibly handle the learning content according to the needs and context of their school and students. Teachers can arrange and combine units according to learning need of students.

2.2 Curriculum Structure and Organization

2.2.1 Learning about religion

2.2.1.1 Understanding religion (enquiry questions A1-A9)

2.2.2 Learning from religion

2.2.2.1 Understanding oneself (enquiry questions B1-B6)

2.2.2.2 Understanding others (enquiry questions B7-B9)

2.2.2.3 Understanding the world (enquiry questions B10-B13)

2.2.2.4 Understanding happiness (enquiry questions B14-B21)

2.3 Module Contents

2.3.1 Understanding Religion

2.3.1.1 Learning about Religion- Confucianism

Understanding Religion		
Topics	Enquiry Questions	Key Points
A1 Name of the religion	How do people call this religion?	Confucianism
A2 The worship focus	Whom does this religion worship?	Confucius
A3 Important figures	Who are the important figures of this religion? What are their major deeds?	<ul style="list-style-type: none"> ● Confucius: eternal paragon for teachers ● Yanzi: Fusheng (“Continuator of the Sage”); Zengzi: Zongsheng (“The Exhibitor of the Fundamental Principles of the Sage”); Zisi: Shusheng (“Transmitter of the Teachings of the Sage”); Mencius: Yasheng (“The Second Sage”) (collectively as “The Four Sages”) ● The seventy-two disciples of Confucius, etc. ● Travelling through all the kingdoms, advocating the kingly way and reviving the ordered society of earlier times
A4 Key beliefs	What are the key beliefs of this religion, such as core teaching and religious texts, etc?	<ul style="list-style-type: none"> ● To individuals: benevolence, righteousness, propriety, wisdom, sincerity, frugality, integrity and sense of shame ● To the world: harmony without uniformity and valuing peace

		<ul style="list-style-type: none"> ● Confucianism is both a religion and a system of human-oriented philosophy. It is integrated into the daily life of the Chinese people, who are taught to distinguish the right from the wrong at a young age. It advocates important concepts such as filial piety, fraternity, loyalty, sincerity, propriety, righteousness, integrity, and sense of shame. ● The Four Books, The Five Classics and The Thirteen Classics; commentaries and interpretative notes by prominent Confucian scholars in Song and Ming Dynasties.
A5 Faith community	How do people call the followers of this religion? What are the major characteristics of this faith community, such as names, members, system, organisation and way of conversion?	<ul style="list-style-type: none"> ● Confucius disciples ● Exploring and reflecting on things in life experience (“gewu”); learning the principles of living (“zhizhi”); developing the right attitude towards people and things (“chengyi”); fostering positive values (“zhengxin”); and becoming a person who has civil awareness and shouldering responsibilities for their community and country (“xiushen, qijia, zhiguo, pingtianxia”).
A6 Religious practices	What religious rules or principles do the believers uphold? How do they practise this religion such as: a. Festivals and celebrations b. Daily life	<p><i>The Great Learning</i> (“Daxue”) elaborates on the Three Principles, saying, “<i>The Great Learning</i> teaches the display of illustrious virtue, the renewal of the people, and repose in the highest good.” It also deals with the Eight Items as aforementioned, i.e., gewu, zhizhi, chengyi, zhengxin, xiushen, qijia, zhiguo, and pingtianxia.</p> <p>i. Birthdays of Confucius and Mencius,</p>

	<p>c. Special moments, for examples coming of age, marriage and giving birth, and</p> <p>d. Others</p>	<p>Chinese New Year, Mid-Autumn Festival, Dragon Boat Festival, Chongyang Festival, Qingming Festival, Qiqiao Festival, etc.</p> <p>ii. Confucian moral concepts such as filial piety, fraternity, loyalty, sincerity, propriety, righteousness, integrity and sense of shame are integrated into the daily life. Confucian ceremonies are held on traditional Chinese festivals, such as Chinese New Year, Mid-Autumn Festival, Dragon Boat Festival, Chongyang Festival, Qingming Festival, Qiqiao Festival, etc.</p> <p>iii. Ancestral Rite, Confucian wedding ceremony, Confucian funeral ceremony, Confucian rite of passage, First Writing Ceremony, etc.</p>
<p>A7 Mission and action</p>	<p>What are the missions of this religion?</p>	<ul style="list-style-type: none"> ● Confucianism advocates harmony without uniformity and mutual respect. It recognises the uniqueness of each culture instead of insisting on consistency in content and form. ● Confucianism encourages individual advancement in realms of life and moral standards by means of self-cultivation, so as to serve the country and the world. ● For the social aspect, it holds that different countries and cultures should value harmony without uniformity, respect each other and aiming at co-existence and prosperity.
<p>A8 Religious art</p>	<p>How is faith content expressed through art such as architecture, music, etc.?</p>	<p>Examples include paintings, sculpture, architecture, music, literature, etc.</p>
<p>A9</p>	<p>How has this religion</p>	<ul style="list-style-type: none"> ● Founded by Confucius, it became the

Impacts of the religion	impacted human history and culture as well as the contemporary society?	<p>dominant thinking of traditional Chinese culture and academia when Confucianism was promoted as the official ideology of China since Western Han Dynasty, with its influence still felt today.</p> <ul style="list-style-type: none">● Confucianism has great contribution to Asian cultures and is a major world civiliation.
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2.3.1.2 Learning about religion- Islam

Understanding Religion		
Topics	Enquiry Questions	Key Points
A1 Name of the religion	How do people call this religion?	Islam
A2 The worship focus	Whom does this religion worship?	The Creator (Allah)
A3 Important figures	Who are the important figures of this religion? What are their major deeds?	Allah chose sages to be His Messengers, including Ibrahim, Ishah, Yaqub, Yusuf, Moosa, Dawood and Issa. Muhammad was the last Messenger, who informed the world of the full meaning of Islam with the Quran and his words and actions.
A4 Key beliefs	What are the key beliefs of this religion, such as core teaching and religious texts, etc?	“Islam” means peace and submission, and the belief in Allah as the Only Creator. From the Islamic perspective, the Quran is a divine revelation, and like the Bible and Psalms, it is the earliest scripture given to mankind by the Creator. The five pillars of Islam: 1. Profession of faith (Shahadah): “There is no god but Allah and Muhammad is messenger of Allah.” 2. Prayer (facing Mecca, five times a day) 3. Almsgiving (once a year if financially capable) 4. Fasting (once a year for one month)

		5. Pilgrimage (at least once in a lifetime if financially capable)
A5 Faith community	How do people call the followers of this religion? What are the major characteristics of this faith community, such as names, members, system, organisation and way of conversion?	Muslims Religious leaders are called Imams. Before conversion, one must understand the meaning of becoming a Muslim, read Islamic scriptures, and recite the Shahada.
A6 Religious practices	What religious rules or principles do the believers uphold? How do they practise this religion such as; a. Festivals and celebrations b. Daily life c. Special moments for examples coming of age, marriage and giving birth, and d. Others	a. Two major Islamic festivals <ul style="list-style-type: none"> ● Eid al-Fitr (Feast of Breaking the Fast, celebration after Ramadan) ● Eid al-Adha (Feast of Sacrifice) (celebration of the tenth day of the Hajj pilgrimage) b. Daily life <ul style="list-style-type: none"> ● Five prayers a day, performed at dawn, midday, afternoon, sunset, and night ● Islamic greeting: Assalamu Alaikum (Peace be unto you) c. Other special moments include <ul style="list-style-type: none"> ● Birth (small celebratory gathering called Aqeeqah) ● Wedding ● Death and funeral (involves family and community get-together and expression of condolence and a prayer gathering for the deceased)
A7 Mission and action	What are the missions of this religion?	To follow the divine revelation of Allah the Creator as well as the Quran and the Hadith (record of the traditions and sayings of the Prophet Muhammad) as the

		norm and basis of behaviours, and to help others within one's capability.
A8 Religious art	How is faith content expressed through art such as architecture, music, etc?	The principles of Islamic faith have been demonstrated in architecture, music and art. For example, there are no human or animal figures in a mosque. Islamic calligraphy usually features contents of the Quran and the Hadith, which illustrates the importance attached to these two sources of knowledge.
A9 Impacts of the religion	How has this religion impacted human history and culture as well as the contemporary society?	<ul style="list-style-type: none"> ● The Islamic world had an independent judiciary, a financial institution and a pension scheme already in about 634 AD. ● In about 1,000 AD, the Golden Age of Islamic civilisation was born in Al-Andalus (now Andalusia in Spain). ● Early Islamic civilisation has laid the foundation for many commonly used things today, such as algebra, surgical instruments, cameras, astronomy, etc.

2.3.1.3 Learning about Religion — Buddhism

Understanding Religion		
Topics	Enquiry Questions	Key Points
A1 Name of the religion	How do people call this religion?	Buddhism
A2 The worship focus	Whom does this religion worship?	Sakyamuni Buddha
A3 Important figures	Who are the important figures of this religion? What are their major deeds?	<ul style="list-style-type: none"> ● Prince Siddhartha in ancient India ● The Eight Deeds ● Prince Siddhartha having the four encounters, first turning the wheel of teaching, liberating heretics, teaching and transforming sentient beings, and taking ten great disciples
A4 Key teachings	What are the key beliefs of this religion, such as core teaching and religious texts, etc?	<p>Doctrines: The Dependent Origination (Links of Dependent Arising) / Law of Co-dependent Origination & retribution / karma and rebirth / all sentient beings as equal / five aggregates and non-self / the five precepts and ten virtues (vehicles of human beings and celestial beings) / the Eightfold Paths / Four Noble Truths (vehicle of emancipation) / the six perfections and four all-embracing virtues (practices of Bodhisattva vehicle)</p> <p>Buddhist Canon: Formation process and main contents of the Tripitaka (“Vinaya Pitaka”, “Sutta Pitaka”, “Abhidhamma Pitaka”)</p>

<p>A5 Faith community</p>	<p>How do people call the followers of this religion? What are the major characteristics of this faith community, such as names, members, system, organisation and way of conversion?</p>	<p>Leaders: Dharma masters, monks, Zen master, scripture masters, discipline masters, treatise masters, seniors</p> <p>Members: Sevenfold assembly (five monastic groups and two lay groups: bhikkhu, bhiksuni, sramanera, sramanerika, siksamana, upasaka and upasika)</p> <p>Forms of conversion: Taking refuge in the Three Treasures</p> <p>Institution: Sangha (Buddhist monastic community)</p>
<p>A6 Religious practices</p>	<p>What religious rules or principles do the believers uphold? How do they practise this religion such as:</p> <ul style="list-style-type: none"> a. Festivals and celebrations b. Daily life c. Special moments, for examples coming of age, marriage and giving birth, and d. Others 	<p>Rituals: Taking refuge in the Three Treasures, worshipping the Buddha, and joining palms as a greeting</p> <p>Precepts and rules:</p> <p>For lay practitioners: Five Precepts and Ten Virtues; practising the Eight Precepts Retreat</p> <p>For monastic practitioners: Sramanera Precepts, Bhiksus Perfect Precepts, Bodhisattva precepts</p> <p>Rules: The Six Reverent Points of Harmony (for monks living in Sangha)</p> <p>Festivals: Birthday of Lord Buddha (Festival of Bathing Buddha) (the 8th day of the fourth lunar month) Enlightenment Day (the 8th day of the last lunar month) Parinirvana Day (the 15th day of the second lunar month)</p>
<p>A7 Mission and action</p>	<p>What are the missions of this religion?</p>	<p>Create no evil, cultivate all good, and purify the mind. These are the teachings of the Buddha.</p>
<p>A8</p>	<p>How is faith content expressed through art such as architecture,</p>	<p>Buddhism and music: Brahma Chants, Three Treasure Song</p>

Religious art	music, etc?	<p>Buddhism and calligraphy: writing and transcribing Buddhist scriptures</p> <p>Buddhism and architecture: The Three Grottoes (Dunhuang, Yungang, Longmen)</p> <p>Buddhism and architecture: Buddhist temples</p> <p>Buddhism and statues: Appearance / recognition of Buddha statues</p> <p>Buddhism and art: Thangka, paintings</p>
A9 Impacts of the religion	How has this religion impacted human history and culture as well as the contemporary society?	<p>Buddhist culture:</p> <ul style="list-style-type: none"> ● The four sacred sites: Bodh Gaya, Sarnath, Kushinagar, and Lumbini ● Buddhist flag and robe (kasaya) ● Three major systems: Tripitaka texts written in Pali, Chinese and Tibetan <p>Translators of Buddhist literature: Kumarajiva, Venerable Master Xuanzang, Dharma Master Faxian, Dharma Master Yijing</p> <p>Buddhist history: Theravada Buddhism, Chinese Buddhism, Tibetan Buddhism and Western Buddhism</p> <p>Buddhism and literature:</p> <ul style="list-style-type: none"> ● The influence of Buddhism on Chinese literature (e.g. <i>The Hundred Parables Sutra</i>, <i>The Avatamsaka Sutra</i>) ● Sujiang (secular explanations) and bianwen (transformation texts) ● Zen poetry

2.3.1.4 Learning about Religion — Christianity (Catholic)

Understanding Religion		
Topics	Enquiry Questions	Key Points
A1 Name of the religion	How do people call this religion?	Catholicism, Christianity
A2 The worship focus	Whom does this religion worship?	The Truine God (the Father and the Son and the Holy Spirit)
A3 Important figures	Who are the important figures of this religion? What are their major deeds?	<ul style="list-style-type: none"> a. The Israelites (Abraham, Moses, Joshua, David, the judges, the prophets, etc.) b. Jesus: birth, preaching, suffering, death, resurrection and ascension. c. Church (the apostles, deacons): Preaching the gospel to the ends of the world.
A4 Key beliefs	What are the key beliefs of this religion, such as core teaching and religious texts, etc?	<ul style="list-style-type: none"> a. Revelation: Faith comes from the self-revelation of God. Only because God's wills to reveal Himself can He be known. b. God's salvation plan: From the covenants of the Old Testament to the birth of Christ in the New Testament, and to the Church after the Christ are all parts of God's salvation plan, aiming to lead people to the kingdom of heaven. c. The text: The Bible and documents of the Magisterium
A5 Faith community	How do people call the followers of this religion? What are the major	<p>Catholics, Christians, Church members, lay believers.</p> <p>Catholics usually attend mass on Sunday and</p>

	<p>characteristics of this faith community, such as names, members, system, organisation and way of conversion?</p>	<p>feast days, receive the Holy Communion and participate in the sacraments.</p> <p>Catholics enter the Church through the sacraments of Christian initiation. Infants can also join the Church through baptism.</p> <p>The Church hinges upon members of the hierarchy under the leadership of the Pope. It has an internal ordering, with dioceses, parishes and other administrative units as the backbone.</p>
<p>A6 Religious practices</p>	<p>What religious rules or principles do the believers uphold? How do they practise this religion such as;</p> <ul style="list-style-type: none"> a. Festivals and celebrations b. Daily life c. Special moments for examples coming of age, marriage and giving birth, and d. Others 	<p>Catholics follow the teachings of the Bible and subsequent Church traditions. Most teachings can be found in the <i>Catechism of the Catholic Church</i>.</p> <ul style="list-style-type: none"> a. Festivals and celebrations: The Church has its own calendar, which includes Sundays and feast days. The calendar is divided into different periods such as Advent, Christmas, Lent, Holy Week, and Ordinary Time. b. Everyday life: for example, participation at Mass, spiritual practices, studying the Scriptures, offering, missionary work and community service. c. Special moments of life: for example, the seven sacraments cover important moments of life.
<p>A7 Mission and action</p>	<p>What are the missions of this religion?</p>	<p>To live a good and merciful life according to the teachings of Jesus Christ, spread the Gospel of Christ to the whole world, and journey towards the heaven with humankind.</p>
<p>A8 Religious art</p>	<p>How is faith content expressed through art such</p>	<p>Examples include paintings (such as religious paintings), sculptures, architecture, music,</p>

	as architecture, music, etc?	literature, etc. There have been a large number of works expressing the Catholic faith throughout the history of European art and literature as well as in modern times.
A9 Impacts of the religion	How has this religion impacted human history and culture as well as the contemporary society?	Before Christ, the Israelites spread their faith in the Middle East. In the A.D. era, the Church established by Christ became the mainstream religion in Europe. The entire European civilising process was closely related to the Catholic faith. In modern times, European colonisation helped spread the Catholic faith to different parts of the world. After the Second Vatican Council, the Church has placed more emphasis on embracing the world and has made efforts to promote social progress around the world.

Learning about Religion- **Christianity (Protestant, Anglican and others)**

Understanding Religion		
Topics	Enquiry Questions	Key Points
A1 Name of the religion	How do people call this religion?	Christianity, Protestantism
A2 The worship focus	Whom does this religion worship?	The Triune God (The Father, the Son, and the Holy Spirit)
A3 Important figures	Who are the important figures of this religion? What are their major deeds?	<ul style="list-style-type: none"> ● Old Testament figures such as Abraham, Moses, David, Daniel, Esther, etc. ● Jesus: birth, preaching, suffering, death, resurrection, ascension, founding the Christian community. ● Apostles (e.g. Peter, Stephen, Paul) and the Church continued Christ's mission.
A4 Key beliefs	What are the key beliefs of this religion, such as core teaching and religious texts, etc?	<p>Various denominations and interpretations generally proclaim:</p> <ul style="list-style-type: none"> ● Creation: All things come from God. He is the Creator of the universe. ● Incarnation: God came in human flesh and presented His love in the lives of many. ● Redemption: Being born as a human, Jesus was crucified on the cross for the sins of the world. He was then resurrected and ascended to heaven, bringing to humankind

		<p>the hope of eternal life.</p> <ul style="list-style-type: none"> ● Renewal: A new life bestowed by the Holy Spirit. The Holy Spirit provides guidance for believers to confess and repent from sins; gives believers courage, abilities and reminders. ● The text: The Bible.
A5 Faith community	How do people call the followers of this religion? What are the major characteristics of this faith community, such as names, members, system, organisation and way of conversion?	<ul style="list-style-type: none"> ● Christians, Protestants, the congregation, believers, followers of Jesus. Christians also call themselves the chosen people of God. ● Christians generally attend church services and take part in the holy communion. Some denominations have sacraments such as Anointing the Sick. ● Christians join faith communities through baptism (including immersion baptism) and swearing-in of soldiers (The Salvation Army). ● Brief history, different governments of the Church (Episcopal, Presbyterian and Congregational) and basic organization, such as clergy and believers.
A6 Religious practices	<p>What religious rules or principles do the believers uphold? How do they practise this religion such as:</p> <p>a. Festivals and celebrations</p>	<p>Christians adhere to Biblical teachings in life and work, including the Ten Commandments, the Sermon on the Mount, and Church traditions.</p> <p>a. Festivals and celebrations: Advent,</p>

	<p>b. Daily life</p> <p>c. Special moments, for examples coming of age, marriage and giving birth, and</p> <p>d. Others</p>	<p>Christmas, Epiphany, Lent, Good Friday, Easter, Pentecost. Some denominations experience relationship with God through the Church calendar.</p> <p>b. Daily life: for examples, worship, personal meditation, fellowship, Bible reading, prayer, giving offering, preaching, sharing testimonies and services.</p> <p>c. Special moments of life: for examples baptism, confirmation, the Eucharist, ordination, marriage, reconciliation of the penitent, and anointing the sick.</p> <p>(Festivals and sacraments / ordinances vary from denomination to denomination)</p>
A7 Mission and action	What are the missions of this religion?	To preach the gospel of the Kingdom of God, put the faith into action, treat others with justice, and serve the society, as taught in the light and salt parables, in areas of education, medical care, counselling, elderly care, etc.
A8 Religious art	How is faith content expressed through art such as architecture, music, etc?	Examples include paintings (such as religious paintings), sculptures, architecture, music, literature, etc. There have been a large number of works expressing the Protestant faith, throughout the history of European art and literature as well as in modern times.
A9 Impacts of the religion	How has this religion impacted human history and culture as well as the contemporary society?	Examples include interactions between Christianity and other human civilisations, such as scientific discoveries, the Reformation, Renaissance, abolition of slave trade;

		missionaries approaching China, translation of the Bible, establishment of schools, drug addiction treatment centers as well as poverty projects for the social development and modernization, etc.
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2.3.1.5 Learning about Religion- Taoism

Understanding Religion		
Topics	Enquiry Questions	Key Points
A1 Name of the religion	How do people call this religion?	Taoism
A2 The worship focus	Whom does this religion worship?	<ul style="list-style-type: none"> ● The believers mainly worship Taoist gods and “xianzhen” (immortals), which are usually called “shenxian” (celestial beings). ● Taoist gods of the highest rank are the Three Clarities and the Four Sovereigns (“sanqing” and “siyu”), under whom there are many other gods of different functions and ranks. ● The Three Clarities are, in descending order: Yuanshi Tianzun (Celestial of Original Commencement), Lingbao Tianzun (Worthy of Numinous Treasure), and Daode Tianzun (Worthy of the Way and its Virtue). ● The Four Sovereigns are, in descending order: Yuhuang Dadi (The Great Jade Emperor), Ziwei Beiji Dadi (The Great Emperor of Middle Heaven North Star), Gouchen Tianhuang Dadi (The Great Emperor of Polaris), and Houtu Huang Diqi (the Goddess Queen of the Earth). ● “Xianzhen” refers to people who have attained immortality through Taoist practice, and there are many of them. The most worshipped Taoist immortals in Hong Kong include Lü Dongbin (Lui Cho), Huang Chuping (Wong Tai Sin), Mazu (Tin Hau) and Guan Yu (Holy Ruler Deity Guan).
A3	Who are the important	<ul style="list-style-type: none"> ● Laozi, also rendered as Lao Tzu, believed to

<p>Important figures</p>	<p>figures of this religion? What are their major deeds?</p>	<p>be the incarnation of Taishang Laojun (The Grand Supreme Elderly Lord), is revered as “Dao Zu”, or First Ancestor of the Way. Laozi was born during the Spring and Autumn Period in Chinese history. He wrote the <i>Dao De Jing</i> (also as “Tao Te Ching”) when he left for the west through the Hangu Pass. The text reveals the teachings of Taoist faith and Taoist philosophy.</p> <ul style="list-style-type: none"> ● As a religion, Taoism was founded by Zhang Daoling during the Eastern Han Dynasty. He was revered as “Jiao Zu”, or First Ancestor of the Religion, and followed the teachings of the Yellow Emperor and Laozi. He studied <i>Dao De Jing</i> as a child and later lived in Heming Mountain in seclusion, where he gathered the ancient methods and art of alchemy and immortality.
<p>A4 Key beliefs</p>	<p>What are the key beliefs of this religion, such as core teaching and religious texts, etc?</p>	<ul style="list-style-type: none"> ● The five major Taoist classics include <i>Dao De Jing</i>, <i>Nan Hua Jing</i>, <i>Yin Fu Jing</i>, <i>Huang Ting Jing</i> and <i>Wen Shi Jing</i>, which, together with other Taoist texts, are compiled in <i>Daozang</i>, or “The Taoist Canon”. ● Taoist doctrines: Taoist practice is based on Chinese traditional virtues, such as loyalty, filial piety, integrity, sense of morality, righteousness, sincerity, benevolence, kindness and propriety. Taoism advocates non-action and non-contention and pays more attention to life and regimen.
<p>A5 Faith community</p>	<p>How do people call the followers of this religion? What are the major characteristics of this faith community, such as names, members, system, organisation and</p>	<ul style="list-style-type: none"> ● Officially converted followers of Taoism can be called “Dignitaries of the Dao” or “Taoist priests”, and not officially converted believers can be called “faithful laymen” or “believers”. Taoist believers greet each other as “Your Venerable”, “Sister/Brother”, “Teacher” or “Master”, depending on their

	<p>way of conversion?</p>	<p>ranks. And those holding religious positions are called President or Abbot, as the case may be.</p> <ul style="list-style-type: none"> ● In ancient times, there were many sects of Taoism, including the four most prominent ones of Zhengyi dao, Quanzhen dao, Taiyi dao and Zhenda dao. Today Taoism is divided into two mainstream sects, namely Quanzhen and Zhengyi. Taoist priests of the Quanzhen Sect are ordained as celibate or married practitioners by receiving precepts, while those of the Zhengyi Sect are ordained by receiving registers. ● Modern organisations include the Central Taoist Association established in 1912, the Taoist Association of China in 1957, and Hong Kong Taoist Association in 1961. ● Taoism is a native religion with a long history in China. Taoist beliefs and rites are deeply rooted in folk traditions. Even unconverted people practised the religion in their daily lives, such as worshipping Taoist gods and engaging Taoist priests for blessing and expiation rites.
<p>A6 Religious practices</p>	<p>What religious rules or principles do the believers uphold? How do they practise this religion such as:</p> <ul style="list-style-type: none"> a. Festivals and celebrations b. Daily life c. Special moments, for examples coming of age, 	<p>a. Festivals and celebrations:</p> <p>Taoism celebrates the births of more than 100 gods and immortals, such as that of Laozi on the 25th day of the second lunar month, that of Lui Cho on the 14th day of the fourth lunar month, and that of Wong Tai Sin on the 23rd day of the eighth lunar month.</p> <p>The second Sunday in March is the “Taoist Day”. It is an important day for promoting Taoism in Hong Kong.</p> <p>b. Daily life</p>

	<p>marriage and giving birth, and</p> <p>d. others</p>	<p>Taoists pay attention to commandments and etiquette in daily life, and pay more attention to personal cultivation and health. General believers read scriptures, observe a vegetarian diet and learn <i>qigong</i> for personal cultivation as well as physical and mental health.</p> <p>c. Special moments:</p> <p>The Taoist faith lays ultimate emphasis on life and death and cause and effect. Therefore, it advocates care for the living through blessing rites and for the dead through expiation ones. Taoist temples in Hong Kong organise rites for believers to worship the Deity of the Year and pray for good luck. The Taoist Zhongyuan Festival is celebrated on the 15th day of the seventh lunar month, when Taoist temples perform rituals to transmute and absolve the sufferings of the deceased.</p>
A7 Mission and action	What are the missions of this religion?	<p>Taoism advocates non-contention and preaches peace and love, with the hope that people can live a natural and quiet life. The religion pursues harmony in the universe and peace in the country. It emphasises self cultivation and helping others, for the pursuit of happiness, social stability and immortality for all mankind.</p>
A8 Religious art	How is faith content expressed through art such as architecture, music, etc?	<ul style="list-style-type: none"> ● Taoist buildings are an important part of existing ancient Chinese architectural heritage. Ancient Taoist constructions, statues and murals can be found in Yongle Temple in Shanxi Province and in Wudang Mountain in Hubei Province. ● The Taoism religion places great emphasis on ritual practice, and Taoist rituals are generally performed with music. Among others, “Quanzhen Temples Taoist Ritual Music” in Hong Kong has been included in the list of

		<p>national intangible cultural heritage.</p> <ul style="list-style-type: none"> ● Taoist temples are inspired by palaces and originated from numinous terraces. Their layout conforms to the Five Elements of Yin and Yang and features palatial components. ● Taoist sculptures are mainly statues of gods and goddesses in different materials. They illustrate the dignity and holiness of the gods but also lend a touch of life. ● Taoist paintings feature the combination of culture, art and nature, in the forms of landscape paintings, fangshu paintings, murals and engraving prints. ● Taoist music originates from religious rituals and events. It draws from elements of local operas and folk songs. The main types include divine poems, buxu hymns, as well as music for Taoist ceremonies and rituals.
<p>A9 Impacts of the religion</p>	<p>How has this religion impacted human history and culture as well as the contemporary society?</p>	<ul style="list-style-type: none"> ● Taoism is a native religion with a long history in China. Its classics, such as <i>Dao De Jing</i> and <i>Nanhua Zhenjing</i>, constituted the Taoist philosophy as early as in the Pre-Qin Period (Pre 221 BC). ● Blessing and expiation rituals of the religion are part of the abundant rites of passage of for the Chinese people. Traditional Chinese symbols and practices such as Tai Chi, Yin and Yang, the Five Elements, qigong, fengshui and traditional Chinese medicine, are all closely related to Taoism. ● 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"> ● Taosim advocates self-cultivation according to the doctrines and the pursuit of noble morality. Its followers are expected and encouraged to contribute to society, benefit others and promote public good. ● Taoism places special emphasis on tolerance, natural harmony and mutual respect. It discourages religious exclusivity. ● According to Taoist philosophy, “neither heaven nor human wins out over the other”. Human should conform to nature and live with nature in harmony, which helps promote environmental protection. ● Taoism believes that “jing” (essence), “shen” (spirit) and “qi” (energy flow) are the three treasures of health preservation, which has implications for medicine and health science.
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2.3.2 Learning from Religion

2.3.2.1 Learning from Religion - Confucianism

Understanding oneself

Topics	Enquiry questions:	Religious teachings/values	Recommended religious classics
B1 Self-understanding	<ul style="list-style-type: none"> ● Who am I? ● What are my talents and personal qualities? ● How can they be improved? 	<ul style="list-style-type: none"> ● To have aspirations ● Self-understanding has profound impact on career and life 	<ul style="list-style-type: none"> ● “In learning, one does not worry about a lack of ability but rather that one’s commitment is not steadfast.” (<i>Zhonglun: The Teachings of Government</i>) ● “Man should first have aspirations as the foundation of life, just as a sapling must have roots to grow into a huge tree.” (<i>Major Schools of Song and Yuan Confucians: Quotations</i>) ● “People with aspiration take no regard of age. Living to high age without aspiration is futile.” ● “The ancients who wished to illustrate illustrious virtue throughout the kingdom, first ordered well their own states. Wishing to order well their states, they first regulated their families. Wishing to regulate their families, they first cultivated their persons. Wishing to cultivate their persons, they first rectified their hearts. Wishing to rectify their hearts, they first sought to be sincere in their thoughts. Wishing to be sincere in their thoughts, they first extended to the utmost their knowledge. Such extension of knowledge lay in the investigation of things. Things being investigated, knowledge became complete.”

			<p><i>(The Great Learning)</i></p> <ul style="list-style-type: none"> ● Confucius: “At fifteen, I had my mind bent on learning. At thirty, I stood firm. At forty, I had no doubts. At fifty, I knew the decrees of Heaven. At sixty, my ear was an obedient organ for the reception of truth. At seventy, I could follow what my heart desired, without transgressing what was right.”
B2 Self-confidence	<ul style="list-style-type: none"> ● How should I deal with my personal weaknesses and limitations? ● What should I do if I don’t like myself, such as my appearance, my school report...? ● How do I distinguish helpful feedback from hostile criticism? 	<ul style="list-style-type: none"> ● To be content with what one has ● To deal with mistakes (correct one’s own mistakes and tolerate those of others) ● Critical thinking 	<ul style="list-style-type: none"> ● “With coarse rice to eat, with water to drink, and my bended arm for a pillow; I have still joy in the midst of these things.” <i>(The Analects: Shu Er)</i> ● The Master said, “To have faults and not to reform them - this, indeed, should be pronounced having faults.” <i>(The Analects: Wei Ling Gong)</i> ● “When any one told Zi Lu that he had a fault, he rejoiced.” <i>(Mencius: Gong Sun Chou I)</i> ● The Master said, “When we see men of worth, we should think of equalling them; when we see men of a contrary character, we should turn inwards and examine ourselves.” <i>(The Analects: Li Ren)</i> ● “He did not transfer his anger; he did not repeat a fault.” <i>(The Analects: Yong Ye)</i> ● “What you do not want done to yourself, do not do to others.” <i>(The Analects: Wei Ling Gong)</i> ● “To this attainment there are requisite the extensive study of what is good, accurate inquiry about it,

			careful reflection on it, the clear discrimination of it, and the earnest practice of it.” (<i>The Great Learning</i>)
B3 Roles affirmation	<ul style="list-style-type: none"> ● What are my roles in family, school, community, nation and even the human race? How do I manage the change of roles? ● How are my personal strengths and qualities related to these roles? What expectations do others have on me? What should I do when I cannot perform up to expectation? 	<ul style="list-style-type: none"> ● Filial piety ● Fraternity ● Loyalty ● Trustworthiness 	<ul style="list-style-type: none"> ● The Master said, “A youth, when at home, should be filial, and, abroad, respectful to his elders. He should be earnest and truthful. He should overflow in love to all, and cultivate the friendship of the good. When he has time and opportunity, after the performance of these things, he should employ them in polite studies.” (<i>The Analects: Xue Er</i>) ● The Master said, “The filial piety nowadays means the support of one’s parents. But dogs and horses likewise are able to do something in the way of support; - without reverence, what is there to distinguish the one support given from the other?” (<i>The Analects: Wei Zheng</i>) ● “Ti means fraternity, that is, being kind to one’s brothers.” (<i>Shuo Wen</i>) ● “Doing to the extent of my knowledge whatever will be advantageous to your House is loyalty.” (<i>Zuo Zhuan: Ninth Year of Lord Xi’s Rule</i>) ● “A trustworthy mother must have a benevolent son.” (<i>Traditions of Exemplary Women</i> by Liu Xiang)
B4 Beliefs	<ul style="list-style-type: none"> ● What/Who is authoritative in my life? To whom should I listen to? What should I 	<ul style="list-style-type: none"> ● Righteousness ● Harmony without uniformity 	<ul style="list-style-type: none"> ● “Righteousness means appropriate actions in accordance with the Way.” (<i>Zhouyi Kouyi: Shuo Gua</i>) ● The Master said, “The superior man, in the world,

anchoring	<p>believe in?</p> <ul style="list-style-type: none"> ● Who or what else would influence my view of myself, other people, life and the world? ● How do I deal with different or contradictory opinions? 		<p>does not set his mind either for anything, or against anything; what is right he will follow.” (<i>The Analects: Li Ren</i>)</p> <ul style="list-style-type: none"> ● “The superior man is affable, but not adulatory; the mean man is adulatory, but not affable.” (<i>The Analects: Zi Lu</i>)
B5 Values clarification	<ul style="list-style-type: none"> ● What makes me happy? What makes me sad / anxious? Why? ● What are the most important / valuable things in my life? How should I achieve, acquire and preserve them? 	<ul style="list-style-type: none"> ● Righteousness ● Integrity ● To be content with what one has 	<ul style="list-style-type: none"> ● “A righteous man would never deceive his own heart, and a person who hates bribes will not take unrighteous gain.” (<i>Shuo Yuan: Tan Cong</i>) ● “A man of integrity is always content with what he has and wants nothing else; a man of greed is always worrying about insufficiency and asks for more.” (<i>Zhong Shuo: Wang Dao</i>) ● “With coarse rice to eat, with water to drink, and my bended arm for a pillow; I have still joy in the midst of these things.” (<i>The Analects: Shu Er</i>) ● “With a single bamboo dish of rice, a single gourd dish of drink, and living in his mean narrow lane, while others could not have endured the distress, he did not allow his joy to be affected by it. Admirable indeed was the virtue of Hui!” (<i>The Analects: Yong Ye</i>) ● “I like life, and I also like righteousness. If I cannot

			keep the two together, I will let life go, and choose righteousness.” (<i>Mencius: Gao Zi I</i>)
B6 Becoming autonomous	<ul style="list-style-type: none"> ● How should I live my life? ● As it is my life, can I do whatever I like? (for example, indulging in temptations, drugs, tobacco, alcohol, gambling, the Internet...) ● Why should I care about my body? 	<ul style="list-style-type: none"> ● To have aspirations ● Filial piety 	<ul style="list-style-type: none"> ● “Cultivation of the person, regulation of the family, governance of the state, and pacification of the world.” (<i>The Great Learning</i>) ● “Our bodies - to every hair and bit of skin - are received by us from our parents, and we must not presume to injure or wound them. This is the beginning of filial piety. When we have established our character by the practice of the (filial) course, so as to make our name famous in future ages and thereby glorify our parents, this is the end of filial piety.” (<i>Classic of Filial Piety</i>)

Understanding Others

Topics	Enquiry questions	Religious teachings/values	Recommended religious classics
B7 Friendship	<ul style="list-style-type: none"> ● Why do we need friends? ● What is a critical friend? What are the conditions required for being a critical friend? ● What can I do in front of a difficult classmate or counterpart? Do I have to please everyone? 	<ul style="list-style-type: none"> ● Friendship ● Man of honour ● Harmony without uniformity 	<ul style="list-style-type: none"> ● The philosopher Zeng said, “The superior man on grounds of culture meets with his friends, and by friendship helps his virtue.” (<i>The Analects: Yan Yuan</i>) ● The Master said, “The superior man is dignified, but does not wrangle. He is sociable, but not a partisan.” (<i>The Analects: Wei Ling Gong</i>) ● The Master said, “The superior man is distressed by his want of ability. He is not distressed by men’s not knowing him.” (<i>The Analects: Wei Ling Gong</i>) ● “The superior man is affable, but not adulatory; the mean man is adulatory, but not affable.” (<i>The Analects: Zi Lu</i>) ● The Master said, “The superior man seeks to perfect the admirable qualities of men, and does not seek to perfect their bad qualities. The mean man does the opposite of this.” (<i>The Analects: Yan Yuan</i>) ● The Master said, “The superior man is catholic and not partisan. The mean man is partisan and not catholic.” (<i>The Analects: Wei Zheng</i>)
B8 Intimate relationship	<ul style="list-style-type: none"> ● What is the difference between courtship and friendship? ● Why do adults always say 	<ul style="list-style-type: none"> ● Propriety 	<ul style="list-style-type: none"> ● “Therefore, the ‘Mutant Airs’ vented these motions but stopped when they reached the point of ritual and propriety. Venting such emotions, this is the nature of the people. Stopping when one reaches the point of

	<p>that we are too young for courtship? What is consummate love as described by adults?</p> <ul style="list-style-type: none"> ● How do people around me view the meaning and values of sex, including its relationship with marriage? ● How to terminate an intimate relationship decently? 		<p>ritual and propriety, this is the favour bestowed by the former kings.” (<i>Classic of Poetry: Grand Preface</i>)</p> <ul style="list-style-type: none"> ● “For males and females not to allow their hands to touch in giving and receiving is the general rule.” (<i>Mencius: Li Lou I</i>) ● “From the distinction between man and woman came the righteousness between husband and wife. From that righteousness came the affection between father and son; and from that affection, the rectitude between ruler and minister. Whence it is said, ‘The ceremony of marriage is the root of the other ceremonial observances.’” (<i>Book of Rites: Hun Yi</i>)
B9 Family	<ul style="list-style-type: none"> ● How can conflicts between family members be resolved? (eg. When my parents stop me from using the cellphone) ● How to create a harmonious and happy family? 	<ul style="list-style-type: none"> ● Filial piety ● Fraternity 	<ul style="list-style-type: none"> ● The Master said, “In serving his parents, a son may remonstrate with them, but gently; when he sees that they do not incline to follow his advice, he shows an increased degree of reverence, but does not abandon his purpose; and should they punish him, he does not allow himself to murmur.” (<i>The Analects: Li Ren</i>) ● “Ti means fraternity, that is, being kind to one’s brothers.” (<i>Shuo Wen</i>) ● “The love between father and son, as well as the mutual respect between brothers or couples, are the essence of civilisation.” (<i>The Collection of Works by Ouyang Wenzhong: Five Answers to Strategic Questions for the Central Examination</i>)

Understanding the World

Topics	Enquiry questions	Religious teachings/values	Recommended religious classics
B10 Caring and justice	<ul style="list-style-type: none"> ● What rights do individuals enjoy in society? Should everyone enjoy the same rights? ● Why should I care about society? Is there any relationship between the people in my community and I? ● Why should I serve others? Why should I care about the weak? Am I strong or weak? ● What should I do if I encounter unjust events? ● What responsibilities do I have for my country and my people? 	<ul style="list-style-type: none"> ● Benevolence ● Righteousness 	<ul style="list-style-type: none"> ● Meng Zi: “Zi Zhang said, ‘The scholar, trained for public duty, seeing threatening danger, is prepared to sacrifice his life. When the opportunity of gain is presented to him, he thinks of righteousness. In sacrificing, his thoughts are reverential. In mourning, his thoughts are about the grief which he should feel. Such a man commands our approbation indeed.’” <i>(The Analects: Zi Zhang)</i> ● “When faced with money, don’t acquire it against principle; when faced with a disaster, don’t avoid it against principle.” <i>(Book of Rites: Qu Li I)</i> ● “Most things when not at peace will sound.” <i>(Dedication Sent to Meng Dongye by Han Yu)</i> ● "The most valuable quality in him who establishes that sense is that he can thereby show his great ability in action; the most valuable quality in him who has that ability is that he can carry all ceremonies into practice.” <i>(Book of Rites: Pin Yi)</i> ● The Master said, “For a man to sacrifice to a spirit which does not belong to him is flattery. To see what is right and not to do it is want of courage.” <i>(The Analects: Wei Zheng)</i>

<p>B11</p> <p>Environmental protection</p>	<ul style="list-style-type: none"> ● What is the relationship between human and Mother Nature? ● What are our responsibilities towards nature? 	<ul style="list-style-type: none"> ● Benevolence ● Unity of heaven and humanity 	<ul style="list-style-type: none"> ● “If close nets are not allowed to enter the pools and ponds, the fishes and turtles will be more than can be consumed. If the axes and bills enter the hills and forests only at the proper time, the wood will be more than can be used.” (<i>Mencius: Liang Hui Wang I</i>) ● “Does Heaven speak? The four seasons pursue their courses, and all things are continually being produced, but does Heaven say anything?” (<i>The Analects: Yang Huo</i>) ● The Philosopher Zeng said, “Trees are felled and animals killed, (only) at the proper seasons.” (<i>Book of Rites: Ji Yi</i>) ● Wang Yangming: “A great man treats heaven, earth, and the world as one... When he hears the pitiful cry or sees the frightened appearance of birds or beasts, he will certainly find it unbearable to witness them. This shows that in his love he is one with birds and beasts. Someone might object this response is because birds and beasts are sentient creatures. But when they see grass or trees uprooted and torn apart, they cannot avoid feeling a sense of sympathy and distress. This shows that in his love he is one with grass and trees. Someone might object that this response is because grass and trees have life and vitality. But when they see tiles and stones broken and destroyed, they cannot
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			avoid feeling a sense of concern and regret. This shows that in his love he is one with tiles and stones.” <i>(Inquiry on the ‘Great Learning’)</i>
B12 Media literacy	<ul style="list-style-type: none"> ● Are media totally objective? ● How do I verify the information in media? ● What are the roles of media? ● How do the media portray values such as success and happiness and the nature of sex? What are the possible impacts of such information on us? 	<ul style="list-style-type: none"> ● Critical thinking ● Studying the phenomena of nature in order to acquire knowledge 	<ul style="list-style-type: none"> ● “To this attainment there are requisite the extensive study of what is good, accurate inquiry about it, careful reflection on it, the clear discrimination of it, and the earnest practice of it.” <i>(The Doctrine of the Mean)</i> ● “The ancients who wished to illustrate illustrious virtue throughout the kingdom, first ordered well their own states. Wishing to order well their states, they first regulated their families. Wishing to regulate their families, they first cultivated their persons. Wishing to cultivate their persons, they first rectified their hearts. Wishing to rectify their hearts, they first sought to be sincere in their thoughts. Wishing to be sincere in their thoughts, they first extended to the utmost their knowledge. Such extension of knowledge lay in the investigation of things. Things being investigated, knowledge became complete.” <i>(The Great Learning)</i>
B13 Virtuality and reality	<ul style="list-style-type: none"> ● What problems may arise when living in a world mixed with real and virtual “realities”? 	<ul style="list-style-type: none"> ● Critical thinking ● Studying the phenomena of nature in order to acquire knowledge 	<ul style="list-style-type: none"> ● “To this attainment there are requisite the extensive study of what is good, accurate inquiry about it, careful reflection on it, the clear discrimination of it, and the earnest practice of it.” <i>(The Great Learning)</i>

	<ul style="list-style-type: none"> ● Why are adults so vigilant about my time spent on the Internet and social media platforms? Is spending time on the Internet wrong? ● Mobilizing netizens to shape online public opinion to tackle a problem is fast and effective. What is wrong with this method? 		<ul style="list-style-type: none"> ● “The ancients who wished to illustrate illustrious virtue throughout the kingdom, first ordered well their own states. Wishing to order well their states, they first regulated their families. Wishing to regulate their families, they first cultivated their persons. Wishing to cultivate their persons, they first rectified their hearts. Wishing to rectify their hearts, they first sought to be sincere in their thoughts. Wishing to be sincere in their thoughts, they first extended to the utmost their knowledge. Such extension of knowledge lay in the investigation of things. Things being investigated, knowledge became complete.” <i>(The Great Learning)</i>
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Understanding Happiness

Topics	Enquiry questions	Religious teachings/values	Recommended religious classics
B14 Moral judgment	<ul style="list-style-type: none"> ● How do people and myself decide what is right and what is wrong? ● Where does morality come from? ● Why is it so important to do the “right” thing? 	<ul style="list-style-type: none"> ● Righteousness ● Goodness of human nature 	<ul style="list-style-type: none"> ● The Master said, “The superior man, in the world, does not set his mind either for anything, or against anything; what is right he will follow.” (<i>The Analects: Li Ren</i>) ● “Being righteous means being appropriate. It means tailoring things to make them appropriate.” (<i>The Common Phonetic Vowels in Ancient and Modern Times</i>) ● “Universal love is known as humaneness; appropriate action is integrity.” (<i>Yuan Dao</i> by Han Yu) ● “Righteousness means appropriate actions in accordance with the Way.” (<i>Zhouyi Kouyi: Shuo Gua</i>) ● “The mind and principle are identical. When the mind is free from the obscuration of selfish desires, it is the embodiment of the Principle of Nature, which requires not an iota added from the outside. When this mind, which has become completely identical with the Principle of Nature, is applied and arises to serve parents, there is filial piety; when it arises to serve the ruler, there is loyalty; when it

			arises to deal with friends or to govern the people, there are faithfulness and humanity.” (<i>Chuanxilu</i> , Volume 1)
B15 Questions on suffering	<ul style="list-style-type: none"> ● Why is there evil or suffering in this world? ● Where does it come from? ● How do human beings face and overcome pain? 	<ul style="list-style-type: none"> ● To be content with what one has 	<ul style="list-style-type: none"> ● “When Heaven is about to confer a great office on any man, it first exercises his mind with suffering, and his sinews and bones with toil. It exposes his body to hunger, and subjects him to extreme poverty. It confounds his undertakings. By all these methods it stimulates his mind, hardens his nature, and supplies his incompetencies. Men for the most part err, and are afterwards able to reform. They are distressed in mind and perplexed in their thoughts, and then they arise to vigorous reformation. When things have been evidenced in men’s looks, and set forth in their words, then they understand them. If a prince has not about his court families attached to the laws and worthy counsellors, and if abroad there are not hostile States or other external calamities, his kingdom will generally come to ruin. From these things we see how life springs from sorrow and calamity, and death from ease and pleasure.” (<i>Mencius: Gao Zi II</i>)
B16	<ul style="list-style-type: none"> ● How do people manage loss such as bereavement, separation and divorce? 	<ul style="list-style-type: none"> ● To be content with what one has 	<ul style="list-style-type: none"> ● “When Heaven is about to confer a great office on any man, it first exercises his mind with suffering, and his sinews and bones with toil. It exposes his

Difficult times	<ul style="list-style-type: none"> ● What is the meaning of suffering? ● Is it true that time will heal everything? Where can I find strength in difficult times? 		<p>body to hunger, and subjects him to extreme poverty. It confounds his undertakings. By all these methods it stimulates his mind, hardens his nature, and supplies his incompetencies. Men for the most part err, and are afterwards able to reform. They are distressed in mind and perplexed in their thoughts, and then they arise to vigorous reformation. When things have been evidenced in men's looks, and set forth in their words, then they understand them. If a prince has not about his court families attached to the laws and worthy counsellors, and if abroad there are not hostile States or other external calamities, his kingdom will generally come to ruin. From these things we see how life springs from sorrow and calamity, and death from ease and pleasure.”</p> <p><i>(Mencius: Gao Zi II)</i></p>
B17 Wealth	<ul style="list-style-type: none"> ● I want to be rich. Is it a wrong idea? ● Why do some people choose to live a materially frugal life? 	<ul style="list-style-type: none"> ● To be content with what one has 	<ul style="list-style-type: none"> ● “With coarse rice to eat, with water to drink, and my bended arm for a pillow; I have still joy in the midst of these things.” <i>(The Analects: Shu Er)</i> ● “Admirable indeed was the virtue of Hui! With a single bamboo dish of rice, a single gourd dish of drink, and living in his mean narrow lane, while others could not have endured the distress, he did not allow his joy to be affected by it. Admirable indeed was the virtue of Hui!” <i>(The Analects: Shu Er)</i>

<p>B18</p> <p>Meaning of life</p>	<ul style="list-style-type: none"> ● Is there a meaning to life? What is it? ● What do people treasure? Why? ● What is good? How can one live a good life? Should I live for myself or for others? ● How can thankfulness promote happiness in life? 	<ul style="list-style-type: none"> ● Righteousness ● Meaning of life 	<ul style="list-style-type: none"> ● Mencius said, “I like fish, and I also like bear’s paws. If I cannot have the two together, I will let the fish go, and take the bear’s paws. So, I like life, and I also like righteousness. If I cannot keep the two together, I will let life go, and choose righteousness.” (<i>Mencius: Gao Zi I</i>) ● “Man is born for uprightness. If a man loses his uprightness, and yet lives, his escape from death is the effect of mere good fortune.” (<i>The Analects: Yong Ye</i>) ● “The determined scholar and the man of virtue will not seek to live at the expense of injuring their virtue. They will even sacrifice their lives to preserve their virtue complete.” (<i>The Analects: Wei Ling Gong</i>) ● “There is the following saying which I have heard - ‘Death and life have their determined appointment; riches and honours depend upon Heaven.’” (<i>The Analects: Yan Yuan</i>) ● “When neither a premature death nor long life causes a man any double-mindedness, but he waits in the cultivation of his personal character for whatever issue; this is the way in which he establishes his Heaven-ordained being.” (<i>Mencius: Jin Xin I</i>)
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<p>B19</p> <p>Life and death</p>	<ul style="list-style-type: none"> ● What happens when one dies? What is the meaning of death? ● How does the awareness of death positively impact my life? 	<ul style="list-style-type: none"> ● Death ● Propriety 	<ul style="list-style-type: none"> ● Ji Lu asked about serving the spirits of the dead. The Master said, “While you are not able to serve men, how can you serve their spirits?” Ji Lu added, “I venture to ask about death?” He was answered, “While you do not know life, how can you know about death?” (<i>The Analects: Xian Jin</i>) ● “If a man in the morning hear the right way, he may die in the evening without regret.” (<i>The Analects: Li Ren</i>) ● “From of old, death has been the lot of all men; but if the people have no faith in their rulers, there is no standing for the state.” (<i>The Analects: Yan Yuan</i>) ● “There is the following saying which I have heard - ‘Death and life have their determined appointment; riches and honours depend upon Heaven.’” (<i>The Analects: Yan Yuan</i>) ● “Let there be a careful attention to perform the funeral rites to parents, and let them be followed when long gone with the ceremonies of sacrifice - then the virtue of the people will resume its proper excellence.” (<i>The Analects: Xue Er</i>) ● “They served the dead as they would have served them alive; they served the departed as they would have served them had they been continued among
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			<p>them.” (<i>The Doctrine of the Mean</i>)</p> <ul style="list-style-type: none"> ● “That parents, when alive, be served according to propriety; that, when dead, they should be buried according to propriety; and that they should be sacrificed to according to propriety.” (<i>The Analects: Wei Zheng</i>)
B20 Truth	<ul style="list-style-type: none"> ● What is truth? Why do we need to seek the truth? ● How does this religion convey the truth that it affirms? How is this truth different from those upheld by others? ● Why are there different faith interpretations within the same religion? 	<ul style="list-style-type: none"> ● Harmony without uniformity 	<ul style="list-style-type: none"> ● “The superior man is affable, but not adulatory; the mean man is adulatory, but not affable.” (<i>The Analects: Zi Lu</i>) ● The philosopher You said, “In practicing the rules of propriety, a natural ease is to be prized.” (<i>The Analects: Xue Er</i>) ● “When the Grand course was pursued, a public and common spirit ruled all under the sky.” (<i>The Conveyance of Rites: Da Tong</i>)
B21 Peace	<ul style="list-style-type: none"> ● Will there ever be world peace? ● How can this religion contribute to peace before and after the emergence of conflict? 	<ul style="list-style-type: none"> ● Righteousness ● Man of honour ● Harmony without uniformity 	<ul style="list-style-type: none"> ● “Riches and honours are what men desire. If they cannot be obtained in the proper way, they should not be held. Poverty and meanness are what men dislike. If they cannot be avoided in the proper way, they should not be avoided. If a superior man abandons virtue, how can he fulfil the requirements of that name? The superior man does not, even for the space of a single meal, act contrary to virtue. In moments of haste, he cleaves to it. In seasons of

			<p>danger, he cleaves to it.”</p> <ul style="list-style-type: none"> ● “It is not wrong for a man of noble character to love money as long as it is obtained fairly.” (<i>Extended Collection of Excellent Ancient Articles</i>) ● “Death and life have their determined appointment; riches and honours depend upon Heaven.” ● “When faced with money, don’t acquire it against principle; when faced with a disaster, don’t avoid it against principle.” (<i>Book of Rites: Qu Li I</i>) ● “Righteousness and profits are only different as are public and private interests.” (<i>Collected Works of the Cheng Brothers</i>) ● “The superior man is affable, but not adulatory; the mean man is adulatory, but not affable.” (<i>The Analects: Zi Lu</i>) ● The philosopher You said, “In practicing the rules of propriety, a natural ease is to be prized.” (<i>The Analects: Xue Er</i>) ● “When the Grand course was pursued, a public and common spirit ruled all under the sky.” (<i>The Conveyance of Rites: Da Tong</i>)
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2.3.2.2 Learning from Religion – Islam

Understanding Oneself

Topics	Enquiry questions	Religious teachings/values	Recommended religious classics
B1 Self-understanding	<ul style="list-style-type: none"> ● Who am I? ● What are my talents and personal qualities? ● How can they be improved? 	<ul style="list-style-type: none"> ● I am a Muslim (a person who submits to Allah) ● Human beings have the most beautiful form ● Try to do good according to one's talents and strengths 	<ul style="list-style-type: none"> ● Quran 95:4 We have certainly created man in the best of stature ● Quran 17:84 Each works according to his manner
B2 Self-confidence	<ul style="list-style-type: none"> ● How should I deal with my personal weaknesses and limitations? ● What should I do if I don't like myself such as, my appearance, my school report...? ● How do I distinguish helpful feedback from hostile criticism? 	<ul style="list-style-type: none"> ● Only Allah is immaculate. Human beings as creations each have their own flaws and weaknesses. ● Our characteristics are defined by Allah, and we should not complain or treat them negatively. We should focus on what we have, not what we don't have. ● I should accept kind reminders; I should endure and evade malicious attacks. 	<ul style="list-style-type: none"> ● Quran 4:32 And do not wish for that by which Allah has made some of you exceed others. ● Quran 42:27 And if Allah had extended [excessively] provision for His servants, they would have committed tyranny throughout the earth. But He sends [it] down in an amount which He wills. Indeed He is, of His servants, Acquainted and Seeing. ● Quran 51:55 And remind, for indeed, the reminder benefits the believers. ● Quran 73:10 And be patient over what they say and avoid them with gracious avoidance.

<p>B3</p> <p>Roles affirmation</p>	<ul style="list-style-type: none"> ● What are my roles in family, school, community, nation and even the human race? How do I manage the change of roles? ● How are my personal strengths and qualities related to these roles? What expectations do others have on me? What should I do when I cannot perform up to expectation? 	<ul style="list-style-type: none"> ● Human beings are “stewards” / “agents” on Earth and the “ambassadors” of the Creator. ● In different life stages and circumstances, we should do our best to fulfil our responsibilities. ● The Prophet Muhammad played different roles in his life: shepherd, spiritual leader, political leader, military leader, husband, son, father, friend, etc. By learning how he assumed different roles, we can also better assume those roles. 	<ul style="list-style-type: none"> ● Quran 2:30 When your Lord said to the angels, “Indeed, I will make upon the earth a successive authority.” ● Al-Bukhari 6719 Report by Abdullah ibn Umar I heard the Messenger of Allah say, “Every one of you is a shepherd and is responsible for his flock. The leader of people is a guardian and is responsible for his subjects. A man is the guardian of his family and he is responsible for them. A woman is the guardian of her husband’s home and his children and she is responsible for them. The servant of a man is a guardian of the property of his master and he is responsible for it. No doubt, every one of you is a shepherd and is responsible for his flock.”
<p>B4</p> <p>Beliefs anchoring</p>	<ul style="list-style-type: none"> ● What/Who is authoritative in my life? To whom should I listen to? What should I believe in? ● Who or what else would influence my view of myself, other people, life and the world? ● How do I deal with different 	<ul style="list-style-type: none"> ● The only Being worthy of unconditional and absolute obedience is Allah, the Only Creator. ● The lifestyle defined by Allah is based on human nature. The perfect lifestyle, based on His wisdom and kindness, is a teaching for the people that 	<ul style="list-style-type: none"> ● Quran 2:163 And your god is one God. There is no deity [worthy of worship] except Him, the Entirely Merciful, the Especially Merciful. ● Quran 5:3 This day I have perfected for you your religion and completed My favour upon you and have approved for you Islam as religion. ● Quran 33:21

	<p>or contradictory opinions?</p>	<p>exists to maximise the interests of human beings. We will benefit if we obey it and suffer if we disobey it.</p> <ul style="list-style-type: none"> ● We believe that the Quran is the perfect revelation from Allah to guide all aspects of human life. I believe that the Prophet Muhammad is the best model for the practice of this revelation. ● The world is full of signs that can help us to be more confident in the truth of Islam. Therefore, extensive experience, communication and learning are also important ways to help us understand ourselves, others, life, and the world. ● We should respect different opinions and communicate our views in a peaceful and friendly manner. 	<p>There has certainly been for you in the Messenger of Allah an excellent pattern for anyone whose hope is in Allah and the Last Day and [who] remembers Allah often.</p> <ul style="list-style-type: none"> ● Quran 41:53 We will show them Our signs in the horizons and within themselves until it becomes clear to them that it is the truth. But is it not sufficient concerning your Lord that He is, over all things, a Witness? ● Quran 16:125 Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your Lord is most knowing of who has strayed from His way, and He is most knowing of who is [rightly] guided. ● Quran 29:46 And do not argue with the People of the Scripture except in a way that is best, except for those who commit injustice among them, and say, “We believe in that which has been revealed to us and revealed to you. And our God and your God is one; and we are Muslims [in submission] to Him.”
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<p>B5</p> <p>Values clarification</p>	<ul style="list-style-type: none"> ● What makes me happy? What makes me sad / anxious? Why? ● What are the most important / valuable things in my life? How should I achieve, acquire and preserve them? 	<ul style="list-style-type: none"> ● If our actions are pleasing to Allah, such actions will make us happy. If our actions are condemned by Allah, such actions will make us sad or anxious. ● The most important thing in life is our relationship with Allah, our belief and our behaviours. We should acquire and maintain them by practising the teaching of the Quran and the Prophet Muhammad. 	<ul style="list-style-type: none"> ● Quran 16:97 Whoever does righteousness, whether male or female, while he is a believer - We will surely cause him to live a good life, and We will surely give them their reward [in the Hereafter] according to the best of what they used to do. ● Quran 13:28 Those who have believed and whose hearts are assured by the remembrance of Allah. Unquestionably, by the remembrance of Allah hearts are assured. ● Quran 6:48 So whoever believes and reforms - there will be no fear concerning them, nor will they grieve.
<p>B6</p> <p>Becoming autonomous</p>	<ul style="list-style-type: none"> ● How should I live my life? ● As it is my life, can I do whatever I like? (for example, indulging in temptations, drugs, tobacco, alcohol, gambling, the internet...) ● Why should I care about my body? 	<ul style="list-style-type: none"> ● I should live my life in the way of Allah. ● I should not follow my own preferences, but I should restrain and guide my actions with Islamic teachings. ● I should cherish my body because it is a creation by Allah, and because I need a healthy body to better do good deeds. 	<ul style="list-style-type: none"> ● Quran 5:92 And obey Allah and obey the Messenger and beware. And if you turn away – then know that upon Our Messenger is only [the responsibility for] clear notification. ● Quran 28:50 And who is more astray than one who follows his desire without guidance from Allah? Indeed, Allah does not guide the wrongdoing people. ● Al-Bukhari 5199 Report by Abdullah bin Amr

			<p>The Messenger asked me, "I have been informed that you fast all the day and stand in prayer all night?" I said, "Yes." The Messenger said, "Do not do that! Observe the fast and also leave them at other times; stand up for the prayer and also sleep. Your body has a right over you, your eyes have a right over you and your wife has a right over you."</p>
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Understanding Others

Topics	Enquiry questions	Religious teachings/values	Recommended religious classics
B7 Friendship	<ul style="list-style-type: none"> ● Why do we need friends? ● What is a critical friend? What are the conditions required for being a critical friend? ● What can I do in front of a difficult classmate or counterpart? Do I have to please everyone? 	<ul style="list-style-type: none"> ● Making friends helps us make progress and improve ourselves. ● True friends are those who care about our interests and who do not mind telling the truth even if it offends us. ● For people with whom we cannot get along, we may keep a distance but should always be polite. ● I do not need to please anyone, but I should also avoid offending anyone. All that matters is the joy of Allah. 	<ul style="list-style-type: none"> ● Quran 9:119 O you who have believed, fear Allah and be with those who are true. ● at-Tirmidhi Abu Hurayra reported that the Prophet Muhammad (peace and blessings be upon him) said, “A man follows the religion of his close friend, so each of you should be very careful about whom he takes as a close friend.” ● Quran 9:62 They swear by Allah to you [Muslims] to satisfy you. But Allah and His Messenger are more worthy for them to satisfy, if they should be believers. ● Quran 41:34 And not equal are the good deed and the bad. Repel [evil] by that [deed] which is better; and thereupon the one whom between you and him is enmity [will become] as though he was a devoted friend.
B8 Intimate relationship	<ul style="list-style-type: none"> ● What is the difference between courtship and friendship? ● Why do adults always say 	<ul style="list-style-type: none"> ● Love begins with marriage ● Islam emphasises purity and shyness, and love between opposite sexes should only 	<ul style="list-style-type: none"> ● Quran 30:21 And of His signs is that He created for you from yourselves mates that you may find tranquillity in them; and He placed between your affection and

	<p>that we are too young for courtship? What is consummate love as described by adults?</p> <ul style="list-style-type: none"> ● How do people around me view the meaning and values of sex, including its relationship with marriage? ● How to terminate an intimate relationship decently? 	<p>exist in legitimate couples. So we should avoid any intimacy with the opposite sex before marriage.</p> <ul style="list-style-type: none"> ● Sex is beautiful, not only because it is a medium for the reproduction of future generations, but also because it allows couples to enhance their relationship through physical and psychological pleasure. But sex should only exist in married couples. ● Divorce is legal, and the Quran details the related ceremony and process. 	<p>mercy. Indeed in that are signs for a people who give thought.</p> <ul style="list-style-type: none"> ● Sahih Muslim 1006 Abu Dharr reported that the Prophet (peace and blessings be upon him) said, ...in man's sexual intercourse with his wife, there is alms. They said: Messenger of Allah, is there reward for him who satisfies his sexual passion among us? The Messenger said: If he were to devote it to something forbidden, would it not be a sin on his part? Similarly, if he were to devote it to something lawful, he should have a reward.
<p>B9 Family</p>	<ul style="list-style-type: none"> ● How can conflicts between family members be resolved? (eg. When my parents stop me from using the cellphone) ● How to create a harmonious and happy family? 	<ul style="list-style-type: none"> ● Islam requires us to treat our parents in the best possible way. We should do our best to comply with the requests of our parents as long as they do not not against Allah's orders. ● A harmonious and happy family stems from the fact that each member does their 	<ul style="list-style-type: none"> ● Quran 2:83 ...Do not worship except Allah; and to parents do good and to relatives... ● Quran 17:23 And your Lord has decreed that you not worship except Him, and to parents, good treatment. Whether one or both of them reach old age [while] with you, say not to them [so much as], "uff," and do not repel them but speak to them a noble word.

		part and fulfils their responsibilities set by the Creator.	
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Understanding the World

Topics	Enquiry questions	Religious teachings/values	Recommended religious classics
B10 Caring and justice	<ul style="list-style-type: none"> ● What rights do individuals enjoy in society? Should everyone enjoy the same rights? ● Why should I care about society? Is there any relationship between the people in my community and I? ● Why should I serve others? Why should I care about the weak? Am I strong or weak? ● What should I do if I encounter unjust events? ● What responsibilities do I have for my country and my people? 	<ul style="list-style-type: none"> ● The Creator endows human beings with inherent rights, including the sanctity of life, the inviolability of personal properties, and the right to free will. ● 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. ● Strength is relative, for everyone has their own weaknesses. We should serve others because the most outstanding people are those who bring most benefits to others. ● In the face of injustice, we should challenge it and seek changes in the best way we can. We should strive to 	<ul style="list-style-type: none"> ● The Prophet Muhammad mentioned this in his Farewell Sermon: O People, just as you regard this month, this day, this city as Sacred, so regard the life and property of every Muslim as a sacred trust. Return the goods entrusted to you to their rightful owners. Hurt no one so that no one may hurt you. Remember that you will indeed meet your Lord, and that He will indeed reckon your deeds. ● Quran 4:36 Worship Allah and associate nothing with Him, and to parents do good, and to relatives, orphans, the needy, the near neighbour, the neighbour farther away, the companion at your side, the traveller, and those whom your right hands possess. Indeed, Allah does not like those who are self-deluding and boastful. ● Hadith 5937 ...the most outstanding people are the ones being most beneficial to others. ● Sahih Muslim Abu Sa'eed al-Khudree reported that the Prophet (peace and blessings be upon him) said, "Whosoever

		<p>uphold justice, even if it is against ourselves or our loved ones.</p>	<p>of you sees an evil, let him change it with his hand; and if he is not able to do so, then [let him change it] with his tongue; and if he is not able to do so, then with his heart — and that is the weakest of faith.”</p> <ul style="list-style-type: none"> ● Quran 4:135 O you who have believed, be persistently standing firm in justice, witnesses for Allah, even if it be against yourselves or parents and relatives. Whether one is rich or poor, Allah is more worthy of both. So follow not [personal] inclination, lest you not be just. And if you distort [your testimony] or refuse [to give it], then indeed Allah is ever, with what you do, Acquainted. You should uphold justice, and testify for Allah, even if it is not good for you, your parents and close relatives.
<p>B11 Environmental protection</p>	<ul style="list-style-type: none"> ● What is the relationship between human and Mother Nature? ● What are our responsibilities towards nature? 	<ul style="list-style-type: none"> ● Nature was created by the Creator, and so was humankind. The Creator has made humankind His “agent” on Earth. So we have the duty to take good care of other creations. ● Nature was created by the Creator to serve humankind, but we should use Nature’s 	<ul style="list-style-type: none"> ● Sunan Ibn Majah It was narrated that Suraqah bin Ju’shum said: I asked the Messenger of Allah (peace and blessings be upon him), “A lost camel that comes to my cisterns that I have prepared for my own camels. Will I be rewarded if I give it some water to drink?” The Prophet said, “Yes, in every living being there is reward.”

		resources with humility, respect, and gratitude. We have a responsibility to protect its sustainable development.	
B12 Media literacy	<ul style="list-style-type: none"> ● Are media totally objective? ● How do I verify the information in media? ● What are the roles of media? ● How do the media portray values such as success and happiness and the nature of sex? What are the possible impacts of such information on us? 	<ul style="list-style-type: none"> ● Media agencies all have certain positions and cannot be completely neutral. ● The media is the disseminator of information. ● Through research with multiple sources and calm analysis, I can judge the authenticity of media information to a certain extent. ● The contemporary media mainly conveys the values of western liberal individualism, which has a subtle influence on the way we view the world and life. 	<ul style="list-style-type: none"> ● Quran 24:12 Why, when you heard it, did not the believing men and believing women think good of one another and say, “This is an obvious falsehood”? ● Quran 24:15 When you received it with your tongues and said with your mouths that of which you had no knowledge and thought it was insignificant while it was, in the sight of Allah, tremendous.

<p>B13</p> <p>Virtuality and reality</p>	<ul style="list-style-type: none"> ● What problems may arise when living in a world mixed with real and virtual “realities”? ● Why are adults so vigilant about my time spent on the Internet and social media platforms? Is spending time on the Internet wrong? ● Mobilizing netizens to shape online public opinion to tackle a problem is fast and effective. What is wrong with this method? 	<ul style="list-style-type: none"> ● The Internet consumes human energy and time, but sometimes it does no good to our quality of life. ● There is nothing wrong with spending time online <i>per se</i>. The Internet is just a tool, but how we use it determines the outcome. ● We should be cautious when using the Internet as an easy solution to questions, since it may sometimes lead to misunderstanding, misjudgment, misreading, or dissemination of wrong opinions and information. 	<ul style="list-style-type: none"> ● Quran 17:36 And do not pursue that of which you have no knowledge. Indeed, the hearing, the sight and the heart - about all those [one] will be questioned.
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Understanding Happiness

Topics	Enquiry questions	Religious teachings/values	Recommended religious classics
B14 Moral judgment	<ul style="list-style-type: none"> ● How do people and myself decide what is right and what is wrong? ● Where does morality come from? ● Why is it so important to do the “right” thing? 	<ul style="list-style-type: none"> ● Judgment of right and wrong is usually based on social conventions and customs. I judge right and wrong based on the revelations and teachings of the Creator. ● Morality comes from the human nature given by the Creator and from His teachings. ● Doing what is “right” is good for us, for human society, and for nature. It is good for us and has good implications for the Hereafter. ● We live in a diverse world. Although we believe that our values deriving from divine revelations are universally applicable, many people in the world may not accept them. I believe that what Allah deems valuable is 	<ul style="list-style-type: none"> ● Quran 18:1 [All] praise is [due] to Allah, who has sent down upon His Servant the Book and has not made therein any deviance. ● Quran 16:30 And it will be said to those who feared Allah, “What did your Lord send down?” They will say, “[That which is] good.” For those who do good in this world is good; and the home of the Hereafter is better. And how excellent is the home of the righteous. ● Quran 22:50 And those who have believed and done righteous deeds - for them is forgiveness and noble provision. ● Quran 49:13 O mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah is Knowing and Acquainted.

		valuable.	
B15 Questions on suffering	<ul style="list-style-type: none"> ● Why is there evil or suffering in this world? ● Where does it come from? ● How do human beings face and overcome pain? 	<ul style="list-style-type: none"> ● Life is a process of tests. Sufferings in the world are intended to exercise our mind and will, and to make our spirituality more mature. ● Sin exists because human nature has the ability to do evil, and demons encourage people to do evil. ● Human beings should overcome sufferings, avoid sin, and constantly struggle with their own nature by following the lifestyle defined by the Creator. 	<ul style="list-style-type: none"> ● Quran 67:2 [He] who created death and life to test you [as to] which of you is best in deed - and He is the Exalted in Might, the Forgiving. ● Quran 24:21 O you who have believed, do not follow the footsteps of Satan. And whoever follows the footsteps of Satan - indeed, he enjoins immorality and wrongdoing. And if not for the favour of Allah upon you and His mercy, not one of you would have been pure, ever, but Allah purifies whom He wills, and Allah is Hearing and Knowing.
B16 Difficult times	<ul style="list-style-type: none"> ● How do people manage loss such as bereavement, separation and divorce? ● What is the meaning of suffering? ● Is it true that time will heal everything? Where can I find strength in difficult times? 	<ul style="list-style-type: none"> ● In times of pain, be persevering and realize that everything happens by the will and arrangement of the Creator. ● Suffering does not have meaning in itself, but the difference in dealing with suffering will determine its 	<ul style="list-style-type: none"> ● Quran 64:11 No disaster strikes except by permission of Allah. And whoever believes in Allah - He will guide his heart. And Allah is Knowing of all things. ● Quran 2:214 Or do you think that you will enter Paradise while such [trial] has not yet come to you as came to those who passed on before you? They were touched by poverty and hardship and were shaken until [even

		<p>meaning. If a person is persevering and sharpens their mind and strengthens their belief with suffering, then it is meaningful.</p> <ul style="list-style-type: none"> ● Time does not necessarily heal all wounds. When in distress, talk to the Creator and seek assistance. 	<p>their] messenger and those who believed with him said, “When is the help of Allah?” Unquestionably, the help of Allah is near.</p> <ul style="list-style-type: none"> ● Quran 2:156 Who, when disaster strikes them, say, “Indeed we belong to Allah, and indeed to Him we will return.”
B17 Wealth	<ul style="list-style-type: none"> ● I want to be rich. Is it a wrong idea? ● Why do some people choose to live a materially frugal life? 	<ul style="list-style-type: none"> ● Wealth itself is just a tool. It is not good or evil <i>per se</i>. The way we look at it and use it will determine whether we will benefit or suffer. ● Both the abundance and scarcity of wealth are tests. ● We do not need to deliberately avoid wealth and choose poverty, but we should not be confused by wealth and forget the meaning of life. 	<ul style="list-style-type: none"> ● Quran 18:46 Wealth and children are [but] adornment of the worldly life. But the enduring good deeds are better to your Lord for reward and better for [one’s] hope. ● Quran 25:67 And [they are] those who, when they spend, do so not excessively or sparingly but are ever, between that, [justly] moderate.
B18	<ul style="list-style-type: none"> ● Is there a meaning to life? What is it? 	<ul style="list-style-type: none"> ● The meaning of life is to worship our Creator. 	<ul style="list-style-type: none"> ● Quran 51:56 And I did not create the jinn and mankind except to

<p>Meaning of life</p>	<ul style="list-style-type: none"> ● What do people treasure? Why? ● What is good? How can one live a good life? Should I live for myself or for others? ● How can thankfulness promote happiness in life? 	<ul style="list-style-type: none"> ● People usually cherish family, love, wealth, prestige and so on, because those things bring them happiness and satisfaction. ● To be good is to live in a way pleasing to the Creator. I should live only for the joy of the Creator, but my actions should protect my own interests as well as those of others. 	<p>worship Me.</p> <ul style="list-style-type: none"> ● Quran 6:162 Say, "Indeed, my prayer, my rites of sacrifice, my living and my dying are for Allah, Lord of the worlds. ● Quran 3:104 And let there be [arising] from you a nation inviting to [all that is] good, enjoining what is right and forbidding what is wrong, and those will be the successful.
<p>B19 Life and death</p>	<ul style="list-style-type: none"> ● What happens when one dies? What is the meaning of death? ● How does the awareness of death positively impact my life? 	<ul style="list-style-type: none"> ● Death is the end of this life, and the beginning of the Hereafter. It is just a transition. ● Understanding death helps me cherish the time in my life more and be more motivated to do meaningful things. 	<ul style="list-style-type: none"> ● Quran 3:185 Every soul will taste death, and you will only be given your [full] compensation on the Day of Resurrection. So he who is drawn away from the Fire and admitted to Paradise has attained [his desire]. And what is the life of this world except the enjoyment of delusion. ● Quran 21:35 Every soul will taste death. And We test you with evil and with good as trial; and to Us you will be returned.

<p>B20</p> <p>Truth</p>	<ul style="list-style-type: none"> ● What is truth? Why do we need to seek the truth? ● How does this religion convey the truth that it affirms? How is this truth different from those upheld by others? ● Why are there different faith interpretations within the same religion? 	<ul style="list-style-type: none"> ● Truth is the systematic answer to the ultimate questions of life, such as “Where did I come from”, “What is the meaning of life” and “What happens after death?” ● Islam believes that everything in the world is created, governed, supplied, and maintained by the Only Creator, who has formulated all laws and rules. ● Demonstrate and convey the truth with words and actions. ● Truth is one, because the source of truth, the master of the whole world, is one. 	<ul style="list-style-type: none"> ● Quran 3:108 These are the verses of Allah. We recite them to you, [O Muhammad], in truth; and Allah wants no injustice to the worlds. ● Quran 4:170 O Mankind, the Messenger has come to you with the truth from your Lord, so believe; it is better for you. But if you disbelieve - then indeed, to Allah belongs whatever is in the heavens and earth. And ever is Allah Knowing and Wise. ● Quran 16:125 Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your Lord is most knowing of who has strayed from His way, and He is most knowing of who is [rightly] guided. ● Quran 64:3 He created the heavens and earth in truth and formed you and perfected your forms; and to Him is the [final] destination.
<p>B21</p> <p>Peace</p>	<ul style="list-style-type: none"> ● Will there ever be world peace? ● How can this religion contribute to peace before and after the emergence of 	<ul style="list-style-type: none"> ● Peace may never be truly achieved in the world, but we should work tirelessly for it. ● My faith requires me to avoid conflicts and prefer peace. 	<ul style="list-style-type: none"> ● Quran 8:61 And if they incline to peace, then incline to it [also] and rely upon Allah. Indeed, it is He who is the Hearing, the Knowing. ● Quran 2:190

	<p>conflict?</p>	<p>Even if there is a conflict, do not overdo it.</p> <ul style="list-style-type: none"> ● My faith encourages forgiveness of others' faults, and return good for evil. 	<p>Fight in the way of Allah those who fight you but do not transgress. Indeed. Allah does not like transgressors.</p> <ul style="list-style-type: none"> ● Quran 43:89 So turn aside from them and say, "Peace." But they are going to know.
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2.3.2.3 Learning from Religion – Buddhism

Understanding Oneself

Topics	Enquiry questions	Religious teachings/values	Recommended religious classics
B1 Self-understanding	<ul style="list-style-type: none"> ● Who am I? ● What are my talents and personal qualities? ● How can they be improved? 	<ul style="list-style-type: none"> ● “I” do not exist independently; “I” am composed of substances and spirit. ● Substances (form, the body given by one’s parents) and spirit (feeling, perception, volitional formations, and consciousness) are collectively referred to as the “five aggregates” ● I am the result of right causes and conditions. 	<ul style="list-style-type: none"> ● Five aggregates and non-self / right causes and conditions ● All phenomena arise from causes and conditions. All phenomena are obliterated by causes and conditions. ● The five aggregates are defined in Sutra 61 of <i>Samyukta Agama</i>: “What is the bodily form aggregate of clinging? Whatever bodily form, all of it is the four elements and the form made out of the four elements. This is called the bodily form aggregate of clinging.”
B2 Self-confidence	<ul style="list-style-type: none"> ● How should I deal with my personal weaknesses and limitations? ● What should I do if I don’t like myself, such as my appearance, my school report...? ● How do I distinguish helpful feedback from 	<ul style="list-style-type: none"> ● Stay awake, generate positive emotions, and cultivate wisdom. ● Let go of obsessions and attachments. 	<ul style="list-style-type: none"> ● <i>Avatamsaka Sutra</i>: “The mind is like a skillful painter who can depict all the worlds. From it the five aggregates arise, and all dharmas are created by it.” ● <i>Samyukta Agama</i>: “In the same way you should give right attention to feeling ... perception ... formations ... consciousness, contemplating consciousness as impermanent, knowing it as it really is. Why is that? One who gives right attention to consciousness, who contemplates consciousness as impermanent [and

	hostile criticism?		knows it as it really is], will eradicate desire and lust in regard to consciousness. One who eradicates desire and lust in regard to consciousness, I say, liberates the mind.”
B3 Roles affirmation	<ul style="list-style-type: none"> ● What are my roles in family, school, community, nation and even the human race? How do I manage the change of roles? ● How are my personal strengths and qualities related to these roles? What expectations do others have on me? What should I do when I cannot perform up to expectation? 	<ul style="list-style-type: none"> ● Correctly understand the truth of things with proper knowledge and proper views. ● It helps us distinguish right from wrong and develop a sense of responsibility. 	<ul style="list-style-type: none"> ● “The Eightfold Paths” <i>Samyukta Agama</i>, Volume 28 (Sutra 753): “A bhikkhu named Aristaka, asked Buddha, “World Honoured One, is there a way or an approach which we can frequently practise in order to get the doctrine of ambrosia?” The Buddha told the bhikkhu, “Yes, there are the so-called Eight Ranks of the Path of the Sages, from true views to true samadhi.”
B4 Beliefs anchoring	<ul style="list-style-type: none"> ● What/Who is authoritative in my life? To whom should I listen to? What should I believe in? ● Who or what else would influence my view of myself, other people, life and the world? 	<ul style="list-style-type: none"> ● Follow proper dharmas, learn from the precepts, and adhere to true cultivation. ● Understand that things in the world arise from various causes. 	<ul style="list-style-type: none"> ● Right causes and conditions / the Dependent Origination <i>Agama</i>: “Because this exists that exists; because this arises that arises; because this does not exist that does not exist; because this perishes that perishes.”

	<ul style="list-style-type: none"> ● How do I deal with different or contradictory opinions? 		
B5 Values clarification	<ul style="list-style-type: none"> ● What makes me happy? What makes me sad / anxious? Why? ● What are the most important / valuable things in my life? How should I achieve and acquire and preserve them? 	<ul style="list-style-type: none"> ● Understand that external things lead to different feelings because of the six sense faculties. 	<ul style="list-style-type: none"> ● “The five aggregates” The five aggregates are defined in Sutra 61 of <i>Samyukta Agama</i>: “What is the bodily form aggregate of clinging? Whatever bodily form, all of it is the four elements and the form made out of the four elements. This is called the bodily form aggregate of clinging.”
B6 Becoming autonomous	<ul style="list-style-type: none"> ● How should I live my life? ● As it is my life, can I do whatever I like? (for example, indulging in temptations, drugs, tobacco, alcohol, gambling, the Internet...) ● Why should I care about my body? 	<ul style="list-style-type: none"> ● When we conduct ourselves in society, we should abide by the fundamental morals of “five precepts and ten virtues”. ● Prevent evils and actively do good. 	<ul style="list-style-type: none"> ● “Five Precepts and Ten Virtues” ● The Five Precepts in the <i>Ekottarika Agama</i> ● The Ten Virtues in <i>the Sutra Spoken by Buddha on the Way of Ten Meritorious Deeds</i>

Understanding Others

Topics	Enquiry questions	Religious teachings/values	Recommended religious classics
B7 Friendship	<ul style="list-style-type: none"> ● Why do we need friends? ● What is a critical friend? What are the conditions required for being a critical friend? ● What can I do in front of a difficult classmate or counterpart? Do I have to please everyone? 	<ul style="list-style-type: none"> ● Follow proper views, make good friends, benefit oneself and others, share joys and sorrows with others. ● Draw near to good advisers and stay away from those with evil thoughts and lies. 	<ul style="list-style-type: none"> ● “The Eightfold Paths” ● In His explanation of the <i>Sigalovada Sutta</i>, the Buddha introduced four kinds of good friends, i.e., those who stand with you in good times and bad, those who assist in time of need, those who give judicious advice and those who manifest affection towards you. He also introduced four kinds of bad friends, i.e., those who take all, those of empty words, those full of flattery, and those reckless ones.
B8 Intimate relationship	<ul style="list-style-type: none"> ● What is the difference between courtship and friendship? ● Why do adults always say that we are too young for courtship? What is consummate love as described by adults? ● How do people around me view the meaning and values of sex, including its relationship with marriage? ● How to terminate an intimate relationship 	<ul style="list-style-type: none"> ● Cultivate a noble character and a sense of responsibility, and safeguard the morals and dignity of individuals, couples, and families. ● Refrain from improper sexual behaviours. ● Understand that phenomena arise when conditions are present, and cease when such conditions scatter. 	<ul style="list-style-type: none"> ● “Five Precepts and Ten Virtues”, “avoid sexual misconduct” ● <i>Dirgha Agama Sutra</i>: “Affectionate love is changeable. Convergence is followed by separation.” ● <i>Shurangama Sutra</i>: “If one doesn’t cut off lust, one won’t be able to leave the dust.” (“dust” here means the transmigratory cycle)

	decently?		
B9 Family	<ul style="list-style-type: none"> ● How can conflicts between family members be resolved? (eg. When my parents stop me from using the cellphone) ● How to create a harmonious and happy family? 	<ul style="list-style-type: none"> ● Respect one's parents and teachers. ● Enhance one's literacy by means of hearing, reflection, and cultivation 	<ul style="list-style-type: none"> ● "The Eightfold Paths" ● <i>Mahayana Mahaparinirvana Sutra</i>: "Lay Buddhists should practise four dharmas, including respecting and showing filial piety for one's parents, constantly enlightening one's wife with good thoughts, showing sympathy and providing for one's servants, and drawing near to good advisers. If you keep practising those four dharmas, you will be respected and loved by others in this life, and you will always be reborn in heaven." ● <i>Dirgha Agama Sutra, Volume 11, [0071c05]</i>: <i>Buddha said to Wholesome Birth, "You should understand the six directions."</i>

Understanding the World

Topics	Enquiry questions	Religious teachings/values	Recommended religious classics
B10 Caring and justice	<ul style="list-style-type: none"> ● What rights do individuals enjoy in society? Should everyone enjoy the same rights? ● Why should I care about society? Is there any relationship between the people in my community and I? ● Why should I serve others? Why should I care about the weak? Am I strong or weak? ● What should I do if I encounter unjust events? ● What responsibilities do I have for my country and my people? 	<ul style="list-style-type: none"> ● 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. ● Have great compassion and the Bodhi resolve, and be willing to help sentient beings escape from suffering and attain happiness. 	<ul style="list-style-type: none"> ● “The Eightfold Paths” ● “Six perfections and four all-embracing virtues” ● <i>Dirgha Agama Sutra, Volume 11</i> [0072a04]: “Wholesome Birth, a person is friendly and respectful to their relatives in five ways. What are the five? 1. Give them gifts, 2. Speak to them skillfully, 3. Benefit them, 4. Benefit them equally, and 5. Do not deceive them.”
B11 Environmental protection	<ul style="list-style-type: none"> ● What is the relationship between human and Mother Nature? ● What are our responsibilities towards nature? 	<ul style="list-style-type: none"> ● Respect and have compassion for life ● Cherish all lives and protect the natural environment. 	<ul style="list-style-type: none"> ● “Five Precepts and Ten Virtues” ● Six perfections / Four Vast Vows ● <i>Vimalakirti Sutra - Buddha Lands</i>: “The Bodhisattva who wishes to purify his Buddhafield should, first of all, skilfully adorn his own mind. And why? Because to the extent that the mind of a Bodhisattva is pure is

			his Buddhafield purified.”
B12 Media literacy	<ul style="list-style-type: none"> ● Are media totally objective? ● How do I verify the information in media? ● What are the roles of media? ● How do the media portray values such as success and happiness and the nature of sex? What are the possible impacts of such information on us? 	<ul style="list-style-type: none"> ● 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 refrain from spreading rumours. ● All conditioned things (<i>sankhara</i>) are in a constant state of flux. In reality there is no thing that ultimately ceases to exist; only the appearance of a thing ceases as it changes from one form to another. 	<ul style="list-style-type: none"> ● The Three Marks of Existence: impermanence, non-self, and nirvana ● In <i>Samyukta Agama</i>, following and obliging the three gates of liberation, observation of impermanence, knowledge and vision of being free from conceit, and the witness of tranquillity are called the “Sacred Dharma Seals”.
B13 Virtuality and reality	<ul style="list-style-type: none"> ● What problems may arise when living in a world mixed with real and virtual “realities”? ● Why are adults so vigilant about my time spent on the Internet and social media 	<ul style="list-style-type: none"> ● Beware of negligence. ● Stay away from things that are confusing and poison one’s body and mind. ● Develop a healthy diet and good spending habits. ● Greed is the craving for the 	<ul style="list-style-type: none"> ● “Five Precepts and Ten Virtues” ● “Three Poisons” <i>Dirgha Agama Sutra</i>, Volume 8: “The so-called ‘three roots of evils’ include greed, aversion, and ignorance.” ● Tripod of Buddhist practices <i>Samyukta Agama</i>, Sutra 832: “At that time, the World

	<p>platforms? Is spending time on the Internet wrong?</p> <ul style="list-style-type: none"> ● Mobilizing netizens to shape online public opinion to tackle a problem is fast and effective. What is wrong with this method? 	<p>five desires, Aversion is hatred without tolerance, And ignorance is foolishness and confusion.</p> <ul style="list-style-type: none"> ● The root of all the troubles and worries in the world is bad conducts, which cause all kinds of evil karma. 	<p>Honour One told the bhikkhus that there are three trainings. What three? The training in the higher ethics, the higher mind, and the higher wisdom. What is the training in higher ethics?"</p>
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Understanding Happiness

Topics	Enquiry questions	Religious teachings/values	Recommended religious classics
B14 Moral judgment	<ul style="list-style-type: none"> ● How do people and myself decide what is right and what is wrong? ● Where does morality come from? ● Why is it so important to do the “right” thing? 	<ul style="list-style-type: none"> ● Get rid of subjective prejudices and expectations, and directly understand the truth of things. ● Learn about the Four Noble Truths and the Dependent Origination, and face the truth of things. 	<ul style="list-style-type: none"> ● “The Eightfold Paths” ● “Four Noble Truths” (suffering, the origins of suffering, the cessation of suffering, and the way to the cessation of suffering) ● The definition of “goodness” in Volume 15 of <i>Abhidharma-kosha</i>: “This is called a good karma. A stable karma is goodness. If the result of a karma is good and leads to nirvana, then the sufferings of the sentient beings can be temporarily absolved. An unstable karma is evil and leads to a bad result and prevents nirvana, which contradicts the stability aforementioned. An unknown karma other than the two types aforementioned cannot be recorded as good or bad.” (Differentiate good and evil by telling whether a thing can lead to a stable karma, which help achieve nirvana and stop suffering.)
B15 Questions on suffering	<ul style="list-style-type: none"> ● Why is there evil or suffering in this world? ● Where does it come from? ● How do human beings face and overcome pain? 	<ul style="list-style-type: none"> ● Life is painful, and life, old age, illness, and death are inevitable. ● Life is impermanent, as are things in the world. 	<ul style="list-style-type: none"> ● “Four Noble Truths” (suffering, the origins of suffering, the cessation of suffering, and the way to the cessation of suffering) <p><i>Digha Nikaya - Mahayana Mahaparinirvana Sutra</i>: “Because we have not fully understood or realised the Four Noble Truths, we are eternally trapped in the cycle of life and death. What are the Four Noble</p>

			<p>Truths? They are the noble truth of suffering, the noble truth of the origin of suffering, the noble truth of the cessation of suffering, and the noble truth of the way leading to the cessation of suffering.”</p> <ul style="list-style-type: none"> ● <i>Eight Appreciations Sutra</i>: “The First Appreciation: Nothing is permanent in this world. The security of our land is brittle. Matters are sadly void in essence. The five elements we encounter are not part of us. The very existence of things comes and goes. It is deceptive and devoid of a central theme. The mind is the source of all evils. The appearance provides evidence of sin. If we can look at things from this perspective, gradually we shall feel detached of life and death.”
B16 Difficult times	<ul style="list-style-type: none"> ● How do people manage loss such as bereavement, separation and divorce? ● What is the meaning of suffering? ● Is it true that time will heal everything? Where can I find strength in difficult times? 	<ul style="list-style-type: none"> ● Accept and face the real existence of distress, ignorance, and longing for love. ● Learn about the causes of suffering and how to end it. ● Get rid of worries with the tripod of Buddhist practices. 	<ul style="list-style-type: none"> ● Remove “The Three Poisons” (greed, hatred and ignorance) ● “The Eightfold Paths” ● “The Four Noble Truths” <p><i>Samyukta Agama</i>, Sutra 393: “Thus I have heard: At one time, the Buddha was staying at Varanasi in the Game Refuge at Isipatana. At that time, the World Honoured One said to the bhikkhus: Whatever gentlemen rightly go forth from the lay life to homelessness, all of them do so in order to truly comprehend the four noble truths.”</p>

<p>B17</p> <p>Wealth</p>	<ul style="list-style-type: none"> ● I want to be rich. Is it a wrong idea? ● Why do some people choose to live a materially frugal life? 	<ul style="list-style-type: none"> ● Earn one’s living by proper means. ● One quarter of one’s wealth should be invested to earn incomes for the family. The second quarter should be used to buy daily necessities. The third quarter should be donated to help the needy as a way to accumulate blessings. And the last quarter of the wealth should be used to help one’s relatives and friends. ● Face mundane and natural adversities of the world with ease. 	<ul style="list-style-type: none"> ● <i>Madhyama Agama, Volume 33 (Mahavaggapali 1), Sutra 135, Sigalovada Sutta</i> ● <i>Mahayana Sutra of the Contemplation of the Mind-ground</i>
<p>B18</p> <p>Meaning of life</p>	<ul style="list-style-type: none"> ● Is there a meaning to life? What is it? ● What do people treasure? Why? ● What is good? How can one live a good life? Should I live for myself or for others? ● How can thankfulness promote happiness in life? 	<ul style="list-style-type: none"> ● It is hard to gain a human body, therefore a precious life should be cherished. ● Establish a correct and positive outlook on life. ● Plant the seed of good and live a good life. ● Thankfulness helps to manage and correct 	<ul style="list-style-type: none"> ● “Dependent origination and emptiness” ● Phenomena arise when conditions are present, and cease when such conditions scatter. One cannot tell for sure when or why phenomena arise or cease. ● Chapter of <i>Mahāpajāpati’s Great Nirvana</i>, The 50th chapter of <i>Anguttara Nikaya</i> (The Further-factored Discourses) There are many benefits given by parents to their children, including great deep benevolence of feeding

		<p>defilement, such as greed, hatred, and ignorance (three poison). Stop coming negative karma and cultivating the positive one.”</p> <ul style="list-style-type: none"> ● Cherishing contribute to growing merit. Searching for wisdom would rise wisdom. ● Apply “field of merit,” “field of compassion,” and “field of respect” to repay the grace of Triple Gems, parents, and teachers. ● When we have a meal and practice the “Five Contemplation”, we should bear Thankfulness and Cherish mind. ● Donating clothes, bestowing food, and helping the poor, all are cultivating the field of merit. ● To treasure what we have, more able to face the challenges (endurance), that 	<p>and caring. The children must repay the kindness of their parents.</p> <ul style="list-style-type: none"> ● The 2nd chapter of <i>Great Vehicle Sutra of Contemplation of the Mind Ground in the Buddha’s Life</i> “There are 4 types of other-worldly and this-worldly kindness, including the kindness from: 1) parents; 2) all sentient beings; 3) the emperor; 4) the Triple Gems. All sentient being are fairly being benefited by these 4 types of kindness.” To repay the four types of great kindness and to relief the suffering from the three evil realms. ● <i>Mahaprajna-paramita-sastra (The Treatise on the Great Perfection of Wisdom)</i> “Thankfulness which is the root of great compassion can open the gate for cultivating wholesome karma in the initial stage. One who can be thankful would be loved and respected by others. His/her reputation is good. Thankfulness makes people getting rebirth in the heaven and attain Buddhahood eventually.” ● The Chapter of <i>Celestial Emperor</i>, The 78th Chapter of <i>Maha-prajnaparamita-sutra</i> “The lord Buddha still was learning at that time, now he has attained the perfect enlightenment. Therefore, I should follow The Buddha’s teaching to teach the
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		<p>would help to strengthen life.</p> <ul style="list-style-type: none"> ● Six Paramitas (Six Perfection) of Mahayana teaches people to practice thankfulness. 	<p>six paramitas (Six Perfections) to the Bodhisattvas. Also, to encourage the Bodhisattvas to practise the six paramitas (Six Perfections) for attaining the perfect enlightenment eventually. Such practice that following the teaching of the Buddha should be defined as repaying the kindness of the Buddha.”</p>
B19 Life and death	<ul style="list-style-type: none"> ● What happens when one dies? What is the meaning of death? ● How does the awareness of death positively impact my life? 	<ul style="list-style-type: none"> ● Birth, senility, illness and death are inevitable. ● Because of their ignorance, all sentient beings undergo birth and death in a continuous cycle. ● The circle of life and death is endless, led by the ignorance karma of sentient beings. 	<ul style="list-style-type: none"> ● “Twelve Links of Dependent Origination” In <i>Dirgha Agama Sutra - Mahanidana Sutta</i>, the Buddha explained this dharma by contemplating this cycle in reverse order, from old age and death all the way back to ignorance. ● “Circle and cessation”
B20 Truth	<ul style="list-style-type: none"> ● What is truth? Why do we need to seek the truth? ● How does this religion convey the truth that it affirms? How is this truth different from those upheld by others? ● Why are there different faith interpretations within the same religion? 	<ul style="list-style-type: none"> ● Buddha dharma is the truth of the universe and a set of methods to eliminate pain, together with the teachings of the Buddha. ● Everything in the world appears with the right causes and conditions. 	<ul style="list-style-type: none"> ● “Dependent Origination” ● “Dependent Origination and Emptiness” <i>Madhyama Agama</i>: “Because this exists that exists; because this arises that arises; because this does not exist that does not exist; because this perishes that perishes.”

<p>B21 Peace</p>	<ul style="list-style-type: none"> ● Will there ever be world peace? ● How can this religion contribute to peace before and after the emergence of conflict? 	<ul style="list-style-type: none"> ● Coexist with other religions in peace with compassion. ● Benefit and accord with sentient beings in skillful ways. 	<ul style="list-style-type: none"> ● “Four Vast Vows” ● “Six perfections / four all-embracing virtues” ● Vimalakirti Sutra - Buddha Lands 1: “The Bodhisattva who wishes to purify his Buddhafield should, first of all, skilfully adorn his own mind. And why? Because to the extent that the mind of a Bodhisattva is pure is his Buddhafield purified.”
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2.3.2.4 Learning from Religion- Christianity (Catholic)

Understanding Oneself

Topics	Enquiry Questions	Religious teachings/values	Recommended religious classics
B1 Self-understanding	<ul style="list-style-type: none"> ● Who am I? ● What are my talents and personal qualities? Where do they come from? ● How can they be improved? 	<ul style="list-style-type: none"> ● Human person is created in the image of God ● Human person shares the sacredness, goodness, and wisdom of God's own life ● Human person should understand, appreciate, be thankful for and give full play to different gifts endowed by God 	<ul style="list-style-type: none"> ● Genesis 1:26-28 ● Matthew 25:14-30 ● CCC 355-356, 364
B2 Self-confidence	<ul style="list-style-type: none"> ● How should I deal with my personal weaknesses and limitations? ● What should I do if I don't like myself, such as my appearance, my school report...? ● How do I distinguish helpful feedback from hostile criticism? 	<ul style="list-style-type: none"> ● Appreciate and accept oneself as a unique being created and loved by God ● Accept or improve one's weaknesses, do not undermine the identity and honor as God's children ● The critical differentiating feature is whether the feedback or criticism help achieve personal growth and improve harmony with others 	<ul style="list-style-type: none"> ● 1 Corinthians 12:12; 15-19 ● 1 Samuel 16:7 ● 1 Timothy 4:12 ● Romans 14:19; 15:2 ● CCC 1829, 1832

<p>B3</p> <p>Roles affirmation</p>	<ul style="list-style-type: none"> ● What are my roles in family, school, community, nation and even the human race? How do I manage the change of roles? ● How are my personal strengths and qualities related to these roles? What expectations do others have on me? What should I do when I cannot perform up to expectation? 	<ul style="list-style-type: none"> ● Follow the principles below in identifying the requirements of different identities and roles and in managing conflicts: <ul style="list-style-type: none"> ✧ Discern the will of God ✧ Identify the signs / needs of the times ✧ Personal abilities ● Interpersonal connections are related to one's relationship with God ● Everyone has his/her strengths and limitations; God intends that people live in community and complement each other 	<ul style="list-style-type: none"> ● Genesis 41:14-45; 45:1-15 ● Exodus 4:10-16 ● CCC 2074
<p>B4</p> <p>Beliefs anchoring</p>	<ul style="list-style-type: none"> ● What/ Who is authoritative in my life? To whom should I listen to? What should I believe in? ● Who or what else would influence my view of myself, other people, life 	<ul style="list-style-type: none"> ● The Words of God/ teachings of the Church/ well-formed conscience ● Truth/ justice/ respect/ life/ family/ peace/ charity/ benevolence 	<ul style="list-style-type: none"> ● Psalms 119:105 ● Luke 1:26-38 ● Romans 12:1-2 ● Romans 13:8-10

	<p>and the world?</p> <ul style="list-style-type: none"> ● How do I deal with different or contradictory opinions? 		
<p>B5 Values clarification</p>	<ul style="list-style-type: none"> ● What makes me happy? What makes me sad/anxious? Why? ● What are the most important/valuable things in my life? How should I achieve, acquire and preserve them? 	<ul style="list-style-type: none"> ● Acting according to God's will is the most valuable thing in life ● Christian values are not necessarily the same as worldly values. Important principles for discerning values should be taken from the Bible, as well as the Church's teachings and traditions ● Living a gospel-centred and fruit-bearing life would be living a most blessed life ● Understand that I am created in the image of God; not to be too anxious about material gains 	<ul style="list-style-type: none"> ● Mark 10:17-22 ● Matthew 5:1-12 ● Mark 4:1-20 ● Matthew 6:26-29 ● Matthew 13:44-46
<p>B6 Becoming autonomous</p>	<ul style="list-style-type: none"> ● How should I live my life? ● As it is my life, can I do whatever I like? (for example, indulging in 	<ul style="list-style-type: none"> ● God endows people with freedom, and people have the responsibility to be self-disciplined 	<ul style="list-style-type: none"> ● Genesis 3:1-19 ● Romans 7:14-25 ● Luke 4:1-13 ● 1 Corinthians 6:12-20

	<p>temptations, drugs, tobacco, alcohol, gambling, the Internet...)</p> <ul style="list-style-type: none"> ● Why should I care about my body? 	<ul style="list-style-type: none"> ● People should make good use of their freedom to make ethical choices ● “Prudence” and “temperance” of the four cardinal virtues ● Love oneself, as the body is a temple of the Holy Spirit 	<ul style="list-style-type: none"> ● CCC 1806, 1809
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Understanding Others

Topics	Enquiry Questions	Religious teachings/values	Recommended religious classics
B7 Friendship	<ul style="list-style-type: none"> ● Why do we need friends? ● What is a critical friend? What are the conditions required for being a critical friend? ● What can I do in front of a difficult classmate or counterpart? Do I have to please everyone? 	<ul style="list-style-type: none"> ● The incarnation of Jesus Christ is God's most concrete way to share his love with others, showing that he is in the midst of man and is his friend ● Friends should be able to support each other in difficulties and love each other ● God wants people to grow in community ● The early Church was a good example of community ● One should have the capability to be self-reflecting before engaging in fraternal correction 	<ul style="list-style-type: none"> ● Matthew 1:18-25 ● John 15:15 ● Proverbs 17:17 ● Philippians 2:1-4 ● 1 Corinthians 12:12-31 ● Acts 2:42-47 ● Matthew 7:3-4; 18:15-17
B8 Intimate relationship	<ul style="list-style-type: none"> ● What is the difference between courtship and friendship? ● Why do adults always say that we are too young for courtship? What is 	<ul style="list-style-type: none"> ● Love is an intimate relationship established between a man and a woman who intend to enter into marriage ● Love is faithful and exclusive; 	<ul style="list-style-type: none"> ● Genesis 2:18-24 ● Exodus 20:14, 17 ● Jeremiah 31:3 ● Ephesians 5:25-26; 5:31-33 ● 1 Corinthians 13:4-8

	<p>consummate love as described by adults?</p> <ul style="list-style-type: none"> ● How do people around me view the meaning and values of sex, including its relationship with marriage? ● How to terminate an intimate relationship decently? 	<p>therefore both parties should observe the principle of chastity</p> <ul style="list-style-type: none"> ● Love can be enhanced and lead to marriage; therefore it is important to distinguish between marriage and pre-marital love ● There are two purposes of marriage: (1) to complement and to love each other; and (2) to procreate and to multiply. The prerequisites include a profound “companionship” and no “sexual devotion” until after the marriage covenant has been established 	
<p>B9 Family</p>	<ul style="list-style-type: none"> ● How can conflicts between family members be resolved? (eg. When my parents stop me from using the cellphone) ● How to create a harmonious and happy family? 	<ul style="list-style-type: none"> ● The family itself has irreplaceable values ● The fourth commandment, that is, “Honour your father and your mother”, comes first in the commandments of love for neighbours ● God forgives man, so man is 	<ul style="list-style-type: none"> ● Luke 15:11-24 ● Ephesians 6:1-3 ● Proverbs 23:22-25 ● Luke 2:39-40; 51-52 ● Romans 12:3; 14-21

		also obliged to forgive others ● Biblical wisdom helps resolve conflicts	
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Understanding the World

Topics	Enquiry Questions	Religious teachings/values	Recommended religious classics
B10 Caring and justice	<ul style="list-style-type: none"> ● What rights do individuals enjoy in society? Should everyone enjoy the same rights? ● Why should I care about society? Is there any relationship between the people in my community and I? ● Why should I serve others? Why should I care about the weak? Am I strong or weak? ● What should I do if I encounter unjust events? ● What responsibilities do I have for my country and my people? 	<ul style="list-style-type: none"> ● Justice means acknowledging God and man as they deserve, i.e. to have reverence for God and to be fair to others ● 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 ● Role models from the history of the Catholic Church who lived a life committed to justice 	<ul style="list-style-type: none"> ● John 9:1-12 ● Matthew 25:31-46 ● James 2:14-18 ● 1 Corinthians 12:27 ● Amos 5:10-15
B11 Environmental protection	<ul style="list-style-type: none"> ● What is the relationship between human and Mother Nature? ● What are our responsibilities towards 	<ul style="list-style-type: none"> ● Everything is created by God ● God's creation was "good" ● Humankind and nature are interdependent ● God calls humankind to be the 	<ul style="list-style-type: none"> ● Genesis 1:28 ● Genesis 1:2 -2:3 ● Deuteronomy 22:4, 6 ● CCC 344, 2416 ● <i>Praise Be to You Laudato si'</i> (Praise Be to You),

	nature?	<p>steward of the earth</p> <ul style="list-style-type: none"> ● The beauty, order, and mysteriouisness of all things demonstrate God’s goodness and wisdom ● A good example of caring for nature in the history of the Catholic Church: St Francis of Assisi 	paras. 10-12
B12 Media literacy	<ul style="list-style-type: none"> ● Are media totally objective? ● How do I verify the information in media? ● What are the roles of media? ● How do the media portray values such as success and happiness and the nature of sex? What are the possible impacts of such information on us? 	<ul style="list-style-type: none"> ● Language should reflect things truthfully, as should media communication ● Make good use of “prudence” and “justice” as the criteria for judgment ● Discern the will of God ● See the values of the kingdom of heaven in the world 	<ul style="list-style-type: none"> ● Acts 17:19- 22 ● The eighth commandment: Not to give false testimony ● Matthew 6:19-24 ● Mark 7:21-23 ● <i>Message for the 36th World Communications Day, 2002</i> ● <i>Message for the 34th World Communications Day, 2000</i>
B13 Virtuality and reality	<ul style="list-style-type: none"> ● What problems may arise when living in a world mixed with real and virtual “realities”? 	<ul style="list-style-type: none"> ● Caution against bad habits such as addiction to the Internet ● Maintaining a balanced life 	<ul style="list-style-type: none"> ● Matthew 5:37 ● Philippians 4:8-9 ● <i>Message for the 36th World Communications Day, 2002</i>

	<ul style="list-style-type: none"> ● Why are adults so vigilant about my time spent on the Internet and social media platforms? Is spending time on the Internet wrong? ● Mobilizing netizens to shape online public opinion to tackle a problem is fast and effective. What is wrong with this method? 	<p>without overstressing any one aspect</p> <ul style="list-style-type: none"> ● Capitalise on the benefits of connecting with others but avoid incitement 	<ul style="list-style-type: none"> ● <i>Message for the 34th World Communications Day, 2000</i>
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Understanding Happiness

Topics	Enquiry Questions	Religious teachings/values	Recommended religious classics
B14 Moral judgment	<ul style="list-style-type: none"> ● How do people and myself decide what is right and what is wrong? ● Where does morality come from? ● Why is it so important to do the “right” thing? 	<ul style="list-style-type: none"> ● The Laws in the Bible gives clear moral judgments ● The righteous, who walk the right path, leads a happy and healthy life ● The Laws are endowed with life because of this new spirit 	<ul style="list-style-type: none"> ● Exodus 20:1-17; Deuteronomy 5:6-21 ● Matthew 5-7 ● Wisdom 5:18-19; 4:1-2 ● Proverbs 28:18; 10:9; 14:2 ● Sirach 30:15
B15 Questions on suffering	<ul style="list-style-type: none"> ● Why is there evil or suffering in this world? ● Where does it come from? ● How do human beings face and overcome pain? 	<ul style="list-style-type: none"> ● Some sufferings arise from human sins ● The original sin: The original harmony was destroyed ● Christ’s victory over sin endows mankind with the grace to triumph over sin 	<ul style="list-style-type: none"> ● Romans 5:20 ● Proverbs 21:4 ● Sirach 10:14-15 ● 1 Peter 4:1 ● CCC 400 ● CCC 420
B16 Difficult times	<ul style="list-style-type: none"> ● How do people manage loss such as bereavement, separation and divorce? ● What is the meaning of suffering? ● Is it true that time will heal everything? Where can I find strength in difficult times? 	<ul style="list-style-type: none"> ● In communion with Christ, one understands the meaning of dying and rising with him. ● The communion of saints implies a fellowship between the living and the dead ● Conscious of God, if one endures unjust suffering patiently, that is a grace. 	<ul style="list-style-type: none"> ● 1 Peter 2:19 ● James 5:11 ● CCC 1988 ● CCC 954-959

<p>B17</p> <p>Wealth</p>	<ul style="list-style-type: none"> ● I want to be rich. Is it a wrong idea? ● Why do some people choose to live a materially frugal life? 	<ul style="list-style-type: none"> ● Wealth should be ordered to the service of people, and of the entire human race. ● Love for the poor is a work of justice pleasing to God 	<ul style="list-style-type: none"> ● Matthew 6:19-23; 10:8 ● CCC 2426 ● CCC 2443-2449
<p>B18</p> <p>Meaning of life</p>	<ul style="list-style-type: none"> ● Is there a meaning to life? What is it? ● What do people treasure? Why? ● What is good? How can one live a good life? Should I live for myself or for others? ● How can thankfulness promote happiness in life? 	<ul style="list-style-type: none"> ● Life comes from God ● Life is an invaluable gift from God ● The purpose of life is to know and love God ● God is the only joy of human's desiring ● Human person gains eternal life by following Jesus ● The Beatitudes proclaimed in the Sermon of the Mount are in line with human inclination towards the pursuit of a blessed life ● Humankind has the ability to transcend themselves ● Human is the steward, not the owner, of one's own life. One should not destroy life, for example, by suicide or 	<ul style="list-style-type: none"> ● Genesis 1:27-31; 2:7 ● Matthew 5:1-12 ● I Peter 5:16-18 ● Psalms 103:2-5 ● <i>Evangelium Vitae</i> (The Gospel of Life) ● CCC 68 ● CCC 1718-1719 ● CCC 2258 ● CCC 2270-2275 ● CCC 2280-2283

		abortion	
B19 Life and death	<ul style="list-style-type: none"> ● What happens when one dies? What is the meaning of death? ● How does the awareness of death positively impact my life? 	<ul style="list-style-type: none"> ● Death is not the end of life ● Eternal life after death; resurrection of the flesh ● Make the most of one's life and prepare for the resurrection 	<ul style="list-style-type: none"> ● 1 Corinthians 15 ● CCC 988-1005 ● CCC 1020-1050
B20 Truth	<ul style="list-style-type: none"> ● What is truth? Why do we need to seek the truth? ● How does this religion convey the truth that it affirms? How is this truth different from those upheld by others? ● Why are there different faith interpretations within the same religion? 	<ul style="list-style-type: none"> ● God is the only God ● Transmission of the Word of God is entrusted to the Church ● The source of the truth is the Bible and sacred Tradition ● The Church has the responsibility of discerning the truth ● Human person has ability to come to the knowledge of the truth ● The Bible teaches us the truth ● One should stand in awe of the mystery of God ● Honesty is fidelity to truth and refusing to lie 	<ul style="list-style-type: none"> ● Deuteronomy 6:4-6 ● Matthew 16:19; 22:36-38 ● 2 Timothy 3:14-17 ● CCC 51-95

<p>B21 Peace</p>	<ul style="list-style-type: none"> ● Will there ever be world peace? ● How can this religion contribute to peace before and after the emergence of conflict? 	<ul style="list-style-type: none"> ● Know the fifth commandment ● Peace is a fruit of the Holy Spirit ● Peace of Christ ● Peace and justice 	<ul style="list-style-type: none"> ● CCC 2302-2306 ● <i>Pacem in Terris</i> (Peace on Earth) ● Messages for the World Day of Peace
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Learning from Religion- **Christianity (Protestant, Anglican and others)**

Understanding Oneself

Topics	Enquiry questions	Religious teachings/values	Recommended religious classics
B1 Self-understanding	<ul style="list-style-type: none"> ● Who am I? ● What are my talents and personal qualities? ● How can they be improved? 	<ul style="list-style-type: none"> ● Human has a dignified image ● Life is sacred ● Humans need to bring their talents into practice ● Prestigious humanity is undermined by sin and to be restored by faith 	<ul style="list-style-type: none"> ● Genesis 1:26-28 ● Matthew 25:14-30
B2 Self-confidence	<ul style="list-style-type: none"> ● How should I deal with my personal weaknesses and limitations? ● What should I do if I don't like myself, such as my appearance, my school report...? ● How do I distinguish helpful feedback from hostile criticism? 	<ul style="list-style-type: none"> ● One should appreciate oneself as the unique and treasured creation of God ● God's measurements may differ from humans' ● One needs to renew their mind and keep reflecting and improving themselves ● Depends on whether it contributes to one's growth and relationships 	<ul style="list-style-type: none"> ● 1 Samuel 16:1-13 ● Matthew 10:29-30 ● Romans 12:2-3, 15:7 ● 1 Timothy 4:12
B3 Roles affirmation	<ul style="list-style-type: none"> ● What are my roles in family, school, community, nation and even the human race? How do I manage the 	<ul style="list-style-type: none"> ● God endows humans with very high values ● God assigned humans with different missions 	<ul style="list-style-type: none"> ● Genesis 41:14-45; 45:1-15 ● Exodus 4:10-16 ● Esther 3:12-5:3 ● Matthew 4:18-22; 26:33-35, 69-75

	<p>change of roles?</p> <ul style="list-style-type: none"> ● How are my personal strengths and qualities related to these roles? What expectations do others have on me? What should I do when I cannot perform up to expectation? 	<ul style="list-style-type: none"> ● Equip oneself and work with others to fulfil a life that meets God's standards 	
<p>B4</p> <p>Beliefs anchoring</p>	<ul style="list-style-type: none"> ● What/Who is authoritative in my life? To whom should I listen to? What should I believe in? ● Who or what else would influence my view of myself, other people, life and the world? ● How do I deal with different or contradictory opinions? 	<ul style="list-style-type: none"> ● Biblical teachings and values are the foundation ● There are times when one obeys and other times when one struggles and reflects. But one should never forget to work hard and put the goodness of God into practice ● Knowledge and reason lead to better appreciation of God's intentions on personal life and social issues ● Tolerance, listening and peace 	<ul style="list-style-type: none"> ● Luke 2:41-52 ● Galatians 5:22-23 ● Proverbs 9:10 ● Psalms 119:105 ● Ephesians 6:1
<p>B5</p>	<ul style="list-style-type: none"> ● What makes me happy? What makes me sad / 	<ul style="list-style-type: none"> ● Faith brings joy ● Living a life in the will of 	<ul style="list-style-type: none"> ● Mark 10:17-22 ● Luke 10:38-42

Values clarification	<p>anxious? Why?</p> <ul style="list-style-type: none"> ● What are the most important / valuable things in my life? How should I achieve, acquire and preserve them? 	<p>God is the source of joy</p> <ul style="list-style-type: none"> ● God heals human sorrows ● Faith guides humans to seek, fight for, and cherish valuable things ● Christians should anchor at heavenly values 	<ul style="list-style-type: none"> ● Matthew 6:25-34 ● Matthew 5:1-12 ● John 14:21
B6 Becoming autonomous	<ul style="list-style-type: none"> ● How should I live my life? ● As it is my life, can I do whatever I like? (for example, indulging in temptations, drugs, tobacco, alcohol, gambling, the Internet...) ● Why should I care about my body? 	<ul style="list-style-type: none"> ● God endows humans with free will, but the sovereignty of life still lies in God ● Humans have the responsibility to manage themselves ● Humans are accountable to God ● The Spirit of God dwells in the hearts of humans ● Humans have the responsibility to take care of themselves and the healthy growth of their own bodies, hearts and spirits. 	<ul style="list-style-type: none"> ● Genesis 3:1-19 ● Ecclesiastes 3:1-13; 11:9; 12:13-14 ● Luke 4:1-13 ● Romans 7:14-25 ● I Corinthians 3:10-17; 6:12-20; 10:23-24

Understanding Others

Topics	Enquiry questions	Religious teachings/values	Recommended religious classics
B7 Friendship	<ul style="list-style-type: none"> ● Why do we need friends? ● What is a critical friend? What are the conditions required for being a critical friend? ● What can I do in front of a difficult classmate or counterpart? Do I have to please everyone? 	<ul style="list-style-type: none"> ● God places humans in groups so that they cooperate, help and learn from each other ● Loyal friendship, willingness to accept criticism, choice of good, and persistence in faith are all acceptable to God ● The Bible requires discipline over oneself and others 	<ul style="list-style-type: none"> ● I Samuel 20:1-42 ● Proverbs 17:17, 27:5-6, 9, 17 ● Ecclesiastes 4:9-12 ● Matthew 7:3-4, 18:15-17
B8 Intimate relationship	<ul style="list-style-type: none"> ● What is the difference between courtship and friendship? ● Why do adults always say that we are too young for courtship? What is consummate love as described by adults? ● How do people around me view the meaning and values of sex, including its 	<ul style="list-style-type: none"> ● God arranges a partner for humans, so that they support each other ● The Bible emphasises the importance of chastity ● The Bible describes true love as self-denying, praising love with commitment and responsibility ● Marriage is conducive to 	<ul style="list-style-type: none"> ● Genesis 2:18-24; 24:1-67; 29:1-30 ● Exodus 20:14, 17 ● 1 Corinthians 13:4-8 ● Song of Solomon 8:6-7 ● Jeremiah 31:3 ● Ephesians 5:25-26; 31-33

	<p>relationship with marriage?</p> <ul style="list-style-type: none"> ● How to terminate an intimate relationship decently? 	<p>the full growth of a human and generates mutual support between companions</p> <ul style="list-style-type: none"> ● Marriage sustains human beings and their stewardship of the world 	
<p>B9 Family</p>	<ul style="list-style-type: none"> ● How can conflicts between family members be resolved? (eg. When my parents stop me from using the cellphone) ● How to create a harmonious and happy family? 	<ul style="list-style-type: none"> ● Filial piety and harmonious family are values esteemed in the Bible ● In the presence of God, man must acknowledge their limitations and imperfections ● Bible encourages skillful resolution of conflicts ● Christians honour Christ the head of the house and treat each family members with Christian values including mutual support, understanding and love 	<ul style="list-style-type: none"> ● Proverbs 23: 22-25 ● Luke 2:39-40, 51-52 ● Luke 15:11-24, 17:3 ● Ephesians 6:1-3

Understanding the World

Topics	Enquiry questions	Religious teachings/values	Recommended religious classics
<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? ● Why should I care about society? Is there any relationship between the people in my community and I? ● Why should I serve others? Why should I care about the weak? Am I strong or weak? ● What should I do if I encounter unjust events? ● What responsibilities do I have for my country and my people? 	<ul style="list-style-type: none"> ● Humans are honoured with dignity from God ● The community is an interdependent group of people ● God is just and righteous. He <ul style="list-style-type: none"> ■ does not judge by appearance ■ cares for the poor ■ detests dishonest scales ● God’s justice, righteousness, love and grace benefit the entire world ● Humans should do justice, and to love kindness, and to walk humbly with God ● Justice and peace complement each other, transversal across these two are love and forgiveness 	<ul style="list-style-type: none"> ● Luke 4:18-21 ● Galatians 3:28 ● Amos 5:10-15 ● Micah 6:8 <ul style="list-style-type: none"> ■ Leviticus 19:15 ■ Deuteronomy 15:1-5 ■ Proverbs 11:1 ● Matthew 22:15-22 ● Romans 13:1-7 ● I Timothy 2:1-2

<p>B11</p> <p>Environmental protection</p>	<ul style="list-style-type: none"> ● What is the relationship between human and Mother Nature? ● What are our responsibilities towards nature? 	<ul style="list-style-type: none"> ● Humans must fear God and His wonderful creation and generalize wisdom from it ● Creation of God is good ● God calls humans to participate in managing the world as stewards ● Heaven is illustrated through the peaceful coexistence of different species ● Facing environmental issues, humans should not forget the disadvantaged and practice a simple life 	<ul style="list-style-type: none"> ● Genesis 1:2-2:3 ● Psalms 104:1-30 ● Deuteronomy 22:4, 6 ● Isaiah 55:1 ● Luke 12:13-21
<p>B12</p> <p>Media literacy</p>	<ul style="list-style-type: none"> ● Are media totally objective? ● How do I verify the information in media? ● What are the roles of media? ● How do the media portray values such as success and happiness and the nature of sex? What are the possible 	<ul style="list-style-type: none"> ● Neither should individuals nor the media give false testimony ● There are both physical and spiritual dimensions to things ● Reports of media should be impartial, objective and fact-based. Christians should reflect on such 	<ul style="list-style-type: none"> ● Exodus 20:16 ● Matthew 5:37; 6:22-23; 24:23-26 ● I Kings 13:1-32

	impacts of such information on us?	reports according to values of the Kingdom of God (including caring, justice and wisdom)	
B13 Virtuality and reality	<ul style="list-style-type: none"> ● What problems may arise when living in a world mixed with real and virtual “realities”? ● Why are adults so vigilant about my time spent on the Internet and social media platforms? Is spending time on the Internet wrong? ● Mobilizing netizens to shape online public opinion to tackle a problem is fast and effective. What is wrong with this method? 	<ul style="list-style-type: none"> ● Addiction is a kind of bondage; liberation and freedom are beautiful ● Cherish the time ● Think and speak carefully 	<ul style="list-style-type: none"> ● Mark 5:1-20 ● Romans 6:16 ● Ephesians 5:16 ● Proverbs 12:18 ● Matthew 7:1-5

Understanding Happiness

Topics	Enquiry questions	Religious teachings/values	Recommended religious classics
B14 Moral judgment	<ul style="list-style-type: none"> ● How do people and myself decide what is right and what is wrong? ● Where does morality come from? ● Why is it so important to do the “right” thing? 	<ul style="list-style-type: none"> ● The guiding role of the Biblical law and values ● Jesus’ teachings that fulfil the law ● Christian values such as faith, hope, and love bring people happiness 	<ul style="list-style-type: none"> ● Exodus 20:1-17 ● Matthew 5:17, 22:36-40 ● 1 Corinthians 13:11-13
B15 Questions on suffering	<ul style="list-style-type: none"> ● Why is there evil or suffering in this world? ● Where does it come from? ● How do human beings face and overcome pain? 	<ul style="list-style-type: none"> ● Some sufferings enter the world because of sin ● Endurance induces hope and by faith humans can overcome trials and sins ● Jesus Christ promises people in sufferings companionship and peace ● Different responses to sufferings lead to different results ● Faith helps to accept mysteries that cannot be understood 	<ul style="list-style-type: none"> ● Genesis 3:1-21 ● Job 42:1-5 ● Ecclesiastes 3:1-15 ● John 9:1-3; 16:33 ● Romans 5:20 ● 1 Peter 4:1
B16	<ul style="list-style-type: none"> ● How do people manage loss such as bereavement, 	<ul style="list-style-type: none"> ● It is normal to feel sorrow in pain; Jesus wept for the 	<ul style="list-style-type: none"> ● John 11:35 ● Luke 22:42-44

<p>Difficult times</p>	<p>separation and divorce?</p> <ul style="list-style-type: none"> ● What is the meaning of suffering? ● Is it true that time will heal everything? Where can I find strength in difficult times? 	<p>death of a good friend</p> <ul style="list-style-type: none"> ● Jesus struggled and prayed in plight ● Persevere and pray, for God will give us strength and provide the way of escape ● Walk in company, love may ease pain 	<ul style="list-style-type: none"> ● 1 Corinthians 10:13 ● James 5:11 ● 1 Peter 2:19 ● Genesis 39:1-23
<p>B17 Wealth</p>	<ul style="list-style-type: none"> ● I want to be rich. Is it a wrong idea? ● Why do some people choose to live a materially frugal life? 	<ul style="list-style-type: none"> ● People who trust in God do not worry too much about material supplies ● Humans cannot be truly satisfied unless they are content ● God makes humans the steward of wealth; devotion and donation please God ● The rich is obliged to help the poor to attain happiness 	<ul style="list-style-type: none"> ● Matthew 6:19-34 ● Luke 12:16-21, 19:11-27 ● Mark 12:41-44 ● Luke 10:30-35
<p>B18 Meaning of life</p>	<ul style="list-style-type: none"> ● Is there a meaning to life? What is it? ● What do people treasure? Why? ● What is good? How can one live a good life? Should I 	<ul style="list-style-type: none"> ● Life is a gift from God and for the glory of God. Life carries doubtless dignity ● If one seeks and reflects, they will get God's goodness that is full of 	<ul style="list-style-type: none"> ● Genesis 1:26-28 ● 1 Corinthians 6:18-20 ● Luke 12:13-34, 18:18-30 ● Ecclesiastes 11:9-12:1; 12:13-14 ● 1 Corinthians 12:1, 28-31; 13:1-3, 13 ● Galatian 5:22-24

	<p>live for myself or for others?</p> <ul style="list-style-type: none"> ● How can thankfulness promote happiness in life? 	<p>wisdom</p> <ul style="list-style-type: none"> ● One must learn to give before they can receive ● We receive grace that we do not deserve and all we receive are gifts from God 	<ul style="list-style-type: none"> ● I Chronicles 29:14
<p>B19</p> <p>Life and death</p>	<ul style="list-style-type: none"> ● What happens when one dies? What is the meaning of death? ● How does the awareness of death positively impact my life? 	<ul style="list-style-type: none"> ● The sovereignty of life lies in God ● God gives man the hope of resurrection ● For Christian, death is not an end but a transition to eternal life 	<ul style="list-style-type: none"> ● Psalms 90:1-12 ● Ecclesiastes 8:8 ● 1 Corinthians 15:1-58 ● 1 Thessalonians 4:13-18
<p>B20</p> <p>Truth</p>	<ul style="list-style-type: none"> ● What is truth? Why do we need to seek the truth? ● How does this religion convey the truth that it affirms? How is this truth different from those upheld by others? ● Why are there different faith interpretations within the same religion? 	<ul style="list-style-type: none"> ● Jesus' words and deeds reveal the truth ● The Church spreads the truth by spreading Jesus' gospel, serving the community and having dialogues ● The Bible and many biblical characters contain rich interpretations of faith. There is difference within sameness and vice versa. 	<ul style="list-style-type: none"> ● Matthew 23:36-38 ● John 14:6 ● Luke 9:1-2, 6 ● 1 Corinthian 3:6-7 ● Acts 5:29-6:7 ● Matthew 28:16-20

		While their experiences and interpretations of faith may be different, they are still the supreme truth for faith groups	
B21 Peace	<ul style="list-style-type: none"> ● Will there ever be world peace? ● How can this religion contribute to peace before and after the emergence of conflict? 	<ul style="list-style-type: none"> ● Justice, righteousness and love manifest the coming of the Kingdom of God ● The Christian Church has a responsibility to promote the coming of the Kingdom of God ● The life of Christ exemplifies the peace that the humankind should pursue 	<ul style="list-style-type: none"> ● Isaiah 2:4 ● Matthew 5:3-12, 43-48 ● Matthew 26:51-52 ● Revelation 21:3-4

2.3.2.5 Learning from Religion – Taoism

Understanding Oneself

Topics	Enquiry questions	Religious values / concepts	Recommended religious classics
B1 Self-understanding	<ul style="list-style-type: none"> ● Who am I? ● What are my talents and personal qualities? ● How can they be improved? 	<ul style="list-style-type: none"> ● Human beings are equal. Both the ignorant and the sages should cultivate their minds and virtues and do good deeds. ● Humans are faced with both success and failure, and are affected by both causes and effects. Therefore humans should follow the example of water as the highest excellence, in its benefiting all things without striving to the contrary. 	<ul style="list-style-type: none"> ● <i>Dao De Jing</i>: “I have three precious things which I prize and hold fast. The first is gentleness; the second is economy; and the third is shrinking from taking precedence of others.” ● <i>Zhuangzi - The Adjustment of Controversies</i>: “Heaven, Earth, and I were produced together, and all things and I are one.” ● <i>Baopuzi (Inner Chapters - Huang Bai)</i>: “One’s fate is in one’s own hands, not in Heaven.” ● <i>The Treatise on Response and Retribution</i>: “Fortune and misery do not happen at random and nor are they the result of chance or machinations; they are instead caused by the karmic actions of each individual.”
B2 Self-confidence	<ul style="list-style-type: none"> ● How should I deal with my personal weaknesses and limitations? ● What should I do if I 	<ul style="list-style-type: none"> ● Often conduct self-reflection in order to discover one’s own merits. Consider others’ comments carefully to 	<ul style="list-style-type: none"> ● <i>Dao De Jing</i>: “He who knows other men is discerning; he who knows himself is intelligent.” ● <i>Dao De Jing</i>: “Sincere words are not fine; fine words are not sincere.”

	<p>don't like myself, such as my appearance, my school report...?</p> <ul style="list-style-type: none"> ● How do I distinguish helpful feedback from hostile criticism? 	<p>judge whether they are sincere and honest comments.</p>	
<p>B3 Roles affirmation</p>	<ul style="list-style-type: none"> ● What are my roles in family, school, community, nation and even the human race? How do I manage the change of roles? ● How are my personal strengths and qualities related to these roles? What expectations do others have on me? What should I do when I cannot perform up to expectation? 	<ul style="list-style-type: none"> ● Make active contributions to different ethical relationships in the world and help others. 	<ul style="list-style-type: none"> ● <i>Dao De Jing</i>: “The sage does not accumulate (for himself). The more that he expends for others, the more does he possess of his own; the more that he gives to others, the more does he have himself.” ● <i>Baopuzi (Inner Chapters - Dui Su)</i>: “Those who seek immortality should take loyalty, filial piety, harmony, compliance, benevolence, and trustworthiness as the fundament.”
<p>B4 Beliefs anchoring</p>	<ul style="list-style-type: none"> ● What/ Who is authoritative in my life? To whom should I listen to? What should I believe in? 	<ul style="list-style-type: none"> ● Stick to the bottom line of not hurting others when dealing with people and forming values; do more constructive things instead 	<ul style="list-style-type: none"> ● <i>Dao De Jing</i>: “With all the sharpness of the Way of Heaven, it injures not; with all the doing in the way of the sage he does not strive.” ● <i>Dao De Jing</i>: “The tree which fills the arms grew from the tiniest sprout; the tower of nine storeys rose from a

	<ul style="list-style-type: none"> ● Who or what else would influence my view of myself, other people, life and the world? ● How do I deal with different or contradictory opinions? 	<p>of causing conflicts; try to adhere to the aforementioned in practice.</p> <ul style="list-style-type: none"> ● Do not put up bravado over conflicts; remain humble and be ready to admit one's weakness. 	<p>(small) heap of earth; the journey of a thousand li commenced with a single step.”</p> <ul style="list-style-type: none"> ● <i>Dao De Jing</i>: “The place of what is firm and strong is below, and that of what is soft and weak is above.” ● <i>Dao De Jing</i>: “He is free from self- display, and therefore he shines; from self-assertion, and therefore he is distinguished; from self-boasting, and therefore his merit is acknowledged; from self-complacency, and therefore he acquires superiority.”
B5 Values clarification	<ul style="list-style-type: none"> ● What makes me happy? What makes me sad/ anxious? Why? ● What are the most important/ valuable things in my life? How should I achieve, acquire and preserve them? 	<ul style="list-style-type: none"> ● Joy and pain of life are common to all humans. One should obey changes in nature and timing, so as to keep their own emotions from being disturbed. ● Cultivating oneself and helping others not only hone one's talents and serve the crowd but also relieve others from difficulties. This is the most important element in life. Therefore, one should read Taoist scriptures 	<ul style="list-style-type: none"> ● <i>Zhuangzi - Nourishing God of Life</i>: “Quiet acquiescence in what happens at its proper time, and quietly submitting (to its ceasing) afford no occasion for grief or for joy.” ● <i>Zhuangzi - Kings who have wished to resign the Throne</i>: “At sunrise I get up and work; at sunset I rest. So do I enjoy myself between heaven and earth, and my mind is content.”

		more often in order to benefit.	
B6 Becoming autonomous	<ul style="list-style-type: none"> ● How should I live my life? ● As it is my life, can I do whatever I like? (for example, indulging in temptations, drugs, tobacco, alcohol, gambling, the Internet...) ● Why should I care about my body? 	<ul style="list-style-type: none"> ● We should live a simple but fulfilling life instead of indulging in material and sensory enjoyment. Use moderation in all things. 	<ul style="list-style-type: none"> ● <i>Dao De Jing</i>: “Colour’s five hues from the eyes their sight will take. Music’s five notes the ears as deaf can make. The flavours five deprive the mouth of taste. The chariot course, and the wild hunting waste make mad the mind.” ● <i>Dao De Jing</i>: “Bind your self-interest and control your ambition. Forget your habits and simplify your affairs.” ● <i>Dao De Jing</i>: “Therefore the sufficiency of contentment is an enduring and unchanging sufficiency.”

Understanding others

Topics	Enquiry questions	Religious values / concepts	Recommended religious classics
B7 Friendship	<ul style="list-style-type: none"> ● Why do we need friends? ● What is a critical friend? What are the conditions required for being a critical friend? ● What can I do in front of a difficult classmate or counterpart? Do I have to please everyone? 	<ul style="list-style-type: none"> ● Friends are companions who share common beliefs in life and who can support and remind each other. People grow up in different groups to learn about and distinguish between good and evil. ● True friends are people who put their friends first and give priority to others' business. 	<ul style="list-style-type: none"> ● <i>Discourse Record of Perfected Wang Qiyun of Mount Pan</i>: "There are three types of friends: the recluse ones, the scholarly ones, and the wild ones. Some people have a noble character. They cultivate their minds and study the causes of sins and blessings. They are like carefree hermits but they are happy to befriend those with the same aspirations. These are recluse friends. They identify themselves with rosy clouds and would not be restricted by mundane matters. Some people study classics and teachings, play musical instruments, practise calligraphy, write poems and have debates. These are scholarly friends. Although they do not cultivate their minds, they do not do evil things, either. People of the third type do not cultivate their minds or read classics. They disregard sins and blessings. They say unreasonable words and do eccentric things. They tend to fight over trivial things. They like boasting or flaunting their superiority. And they bully the weaker and the good. And they form cliques for selfish purposes. These are called wild friends." ● <i>Dao De Jing</i>: "Therefore the sage puts his own person last, and yet it is found in the foremost place; he treats his person as if it were foreign to him, and yet that person is

			<p>preserved.”</p> <ul style="list-style-type: none"> ● <i>Dao De Jing</i>: “Therefore the man of skill is a master (to be looked up to) by him who has not the skill; and he who has not the skill is the helper of (the reputation of) him who has the skill.”
B8 Intimate relationship	<ul style="list-style-type: none"> ● What is the difference between courtship and friendship? ● Why do adults always say that we are too young for courtship? What is consummate love as described by adults? ● How do people around me view the meaning and values of sex, including its relationship with marriage? ● How to terminate an intimate relationship decently? 	<ul style="list-style-type: none"> ● Chinese culture and society are based on traditional human relations and social order, with the marital relationship being part of them. The result of love is marriage, which is the beginning of human relations. Marital union produces posterity and involves greater responsibility for life. Friends are partners of solidarity in life. ● The principles of setting limits of intimacy include treating each other with propriety and respecting 	<ul style="list-style-type: none"> ● <i>Baopuzi (External Chapters - Mi Song)</i>: “Basic human relations start from marriage, which should comply with the rules of yin and yang. Therefore the ancient people attached great importance to the wedding ceremony, which indicates the union of two families to inherit the foundation of their ancestors.”

		each other's wills.	
B9 Family	<ul style="list-style-type: none"> ● How can conflicts between family members be resolved? (eg. When my parents stop me from using the cellphone) ● How to create a harmonious and happy family? 	<ul style="list-style-type: none"> ● Respect and tolerate each other. ● <i>Dao De Jing</i> says that one should be "humble and receptive like the valley", avoiding direct conflict and confrontation. 	<ul style="list-style-type: none"> ● <i>Dao De Jing</i>: "The partial becomes complete; the crooked, straight; the empty, full; the worn out, new. He whose (desires) are few gets them; he whose (desires) are many goes astray. Therefore the sage holds in his embrace the one thing (of humility), and manifests it to all the world. He is free from self- display, and therefore he shines; from self-assertion, and therefore he is distinguished; from self-boasting, and therefore his merit is acknowledged; from self-complacency, and therefore he acquires superiority."

Understanding the World

Topics	Enquiry questions	Religious values / concepts	Recommended religious classics
<p>B10</p> <p>Caring and justice</p>	<ul style="list-style-type: none"> ● What rights do individuals enjoy in society? Should everyone enjoy the same rights? ● Why should I care about society? Is there any relationship between the people in my community and I? ● Why should I serve others? Why should I care about the weak? Am I strong or weak? ● What should I do if I encounter unjust events? ● What responsibilities do I have for my country and my people? 	<ul style="list-style-type: none"> ● Dao arises preceding all forms and does not discriminate between the ignorant and the sages. Everyone has equal rights. 	<ul style="list-style-type: none"> ● <i>The Absolute Dao De Jing of Perfect Sovereign Lu the Master</i>: “The universal order has since inception embodied and embraced all. The nature of this order is named ‘Dao’, or the Way, which exists in all beings and manifests in all forms. Its function is ‘De’, or the Virtues.” ● <i>Dao De Jing</i>: “The sage has no invariable mind of his own; he makes the mind of the people his mind.”

<p>B11 Environmental protection</p>	<ul style="list-style-type: none"> ● What is the relationship between human and Mother Nature? ● What are our responsibilities towards nature? 	<ul style="list-style-type: none"> ● Maintain the balance between human relations and the world, so that everyone can get what they want and get along with each other on equal terms. The idea starts from personal cultivation and can be spread to the nation and even the world. 	<ul style="list-style-type: none"> ● Taoist view of the universe: Seasons have their order and motion and repose come on certain occasions. <i>Qing Jing Jing</i>: “Sky is clear and earth is turbidity; male is moving and female is static.” Also: “People can often understand Clear and Static, sky and earth are all within your hand.” ● <i>Dao De Jing</i>: “Dao when nursed within one’s self, his vigour will make true; and where the family it rules, what riches will accrue! The neighbourhood where it prevails in thriving will abound; and when ‘tis seen throughout the state, good fortune will be found.”
<p>B12 Media literacy</p>	<ul style="list-style-type: none"> ● Are media totally objective? ● How do I verify the message in media? ● What are the roles of media? ● How do the media portray values such as success and happiness and the nature of sex? What are the possible impacts of such information on us? 	<ul style="list-style-type: none"> ● Each argument has its own position, and we need to discern the authenticity and information contained in the text and images. 	<ul style="list-style-type: none"> ● <i>Dao De Jing</i>: “Sincere words are not fine; fine words are not sincere.”
<p>B13</p>	<ul style="list-style-type: none"> ● What problems may arise when living in a 	<ul style="list-style-type: none"> ● One should never indulge in any activity in such a 	<ul style="list-style-type: none"> ● <i>Dao De Jing</i>: “It is emptied, yet it loses not its power; it is moved again, and sends forth air the more. Much

<p>Virtuality and reality</p>	<p>world mixed with real and virtual “realities”?</p> <ul style="list-style-type: none"> ● Why are adults so vigilant about my time spent on the Internet and social media platforms? Is spending time on the Internet wrong? ● Mobilizing netizens to shape online public opinion to tackle a problem is fast and effective. What is wrong with this method? 	<p>manner as to make life out of balance. Sometimes receiving too much information can overwhelm and exhaust oneself.</p>	<p>speech to swift exhaustion lead we see; your inner being guard, and keep it free.”</p>
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Understanding Happiness

Topics	Enquiry questions	Religious values / concepts	Recommended religious classics
B14 Moral judgment	<ul style="list-style-type: none"> ● How do people and myself decide what is right and what is wrong? ● Where does morality come from? ● Why is it so important to do the “right” thing? 	<ul style="list-style-type: none"> ● The system of the Dao will be torn in fragments by incomplete theories. 	<ul style="list-style-type: none"> ● <i>Zhuangzi (Miscellaneous Chapters - Tian Xia)</i>: “There is that which gives birth to the Sage, and that which gives his perfection to the King: the origin of both is the One.” ● <i>Zhuangzi (Miscellaneous Chapters - Tian Xia)</i>: “Every one in the world did whatever he wished, and was the rule to himself. Alas! Various schools held on their several ways, and could not come back to the same point, nor agree together. The students of that later age unfortunately did not see the undivided purity of heaven and earth, and the great scheme of truth held by the ancients. The system of the Dao was about to be torn in fragments all under the sky.”
B15 Questions on suffering	<ul style="list-style-type: none"> ● Why is there evil or suffering in this world? ● Where does it come from? ● How do human beings face and overcome pain? 	<ul style="list-style-type: none"> ● Human suffering is not only the result of one’s own mistakes but is also more possible as the consequence of the errors of one’s ancestors, which is called the “inherited burden” in Taoism. 	<ul style="list-style-type: none"> ● <i>Tai Ping Jing</i>: “Bad governance is not ascribed solely to secular rulers. Every subject has their own errors, which are even passed on to their children and grandchildren. Errors accumulate because nobody upholds integrity.” ● <i>Tai Ping Jing</i>: “People make mistakes and errors because they are bad at self-cultivation and fail to comply with social order and the law. Therefore they are accountable for the inherited bad consequences.” ● <i>Zhuangzi - The Adjustment of Controversies</i>: “It was separation that led to completion; from completion ensued

			dissolution. But all things, without regard to their completion and dissolution, may again be comprehended in their unity. It is only the far reaching in thought who know how to comprehend them in this unity. This being so, let us give up our devotion to our own views, and occupy ourselves with the ordinary views. These ordinary views are grounded on the use of things. (The study of that) use leads to the comprehensive judgment, and that judgment secures the success (of the inquiry).”
B16 Difficult times	<ul style="list-style-type: none"> ● How do people manage loss such as bereavement, separation and divorce? ● What is the meaning of suffering? ● Is it true that time will heal everything? Where can I find strength in difficult times? 	<ul style="list-style-type: none"> ● Blessings and misfortunes are not eternal consequences but are variable and interdependent. ● Landscape of the four seasons and the vicissitude of things are predestined. Even beautiful things can vanish. Let nature take its course and do not interfere. 	<ul style="list-style-type: none"> ● <i>Dao De Jing</i>: “Misery! - happiness is to be found by its side! Happiness! - misery lurks beneath it!”
B17 Wealth	<ul style="list-style-type: none"> ● I want to be rich. Is it a wrong idea? ● Why do some people choose to live a 	<ul style="list-style-type: none"> ● Wealth can meet people’s needs in life but it can also cause people to fall. Wealth is not constant. 	<ul style="list-style-type: none"> ● <i>Dao De Jing</i>: “When gold and jade fill the hall, their possessor cannot keep them safe. When wealth and honours lead to arrogance, this brings its evil on itself.”

	materially frugal life?		
B18 Meaning of life	<ul style="list-style-type: none"> ● Is there a meaning to life? What is it? ● What do people treasure? Why? ● What is good? How can one live a good life? Should I live for myself or for others? ● How can thankfulness promote happiness in life? 	<ul style="list-style-type: none"> ● Taoism values human life and believes that people are intelligent, keen and spiritual. 	<ul style="list-style-type: none"> ● <i>Zhuangzi - The Revolution of Heaven</i>: “The sages understand the nature of this music, and judge in accordance with the prescribed (spontaneity). While the spring of that spontaneity has not been touched, and yet the regulators of the five notes are all prepared - this is what is called the music of Heaven, delighting the mind without the use of words.” ● <i>Baopuzi (Inner Chapters - Dui Su)</i>: “Humans are the most intelligent and evolved beings on earth. Therefore people with a basic understanding of ‘Dao’ can employ other beings and those with a profound understanding can attain longevity.” ● <i>Du Ren Jing</i>: “Taoism is the Way of the immortals and valuing life and sets no limit to salvation.”
B19 Life and death	<ul style="list-style-type: none"> ● What happens when one dies? What is the meaning of death? ● How does the awareness of death positively impact my life? 	<ul style="list-style-type: none"> ● Death is a necessary stage of life, and one must come to terms with it. ● Physical disappearance is not important; spiritual eternity is what really counts. 	<ul style="list-style-type: none"> ● <i>Zhuangzi - The Great and Most Honoured Master</i>: “Death and life are ordained, just as we have the constant succession of night and day - in both cases from Heaven.” ● <i>Zhuangzi - The Great and Most Honoured Master</i>: “Who can suppose the head to be made from nothing, the spine from life, and the rump-bone from death? Who knows how death and birth, living on and disappearing, compose the one body? I would be friends with him.” ● In <i>Du Wang Jing</i> it is said that death is as natural as life

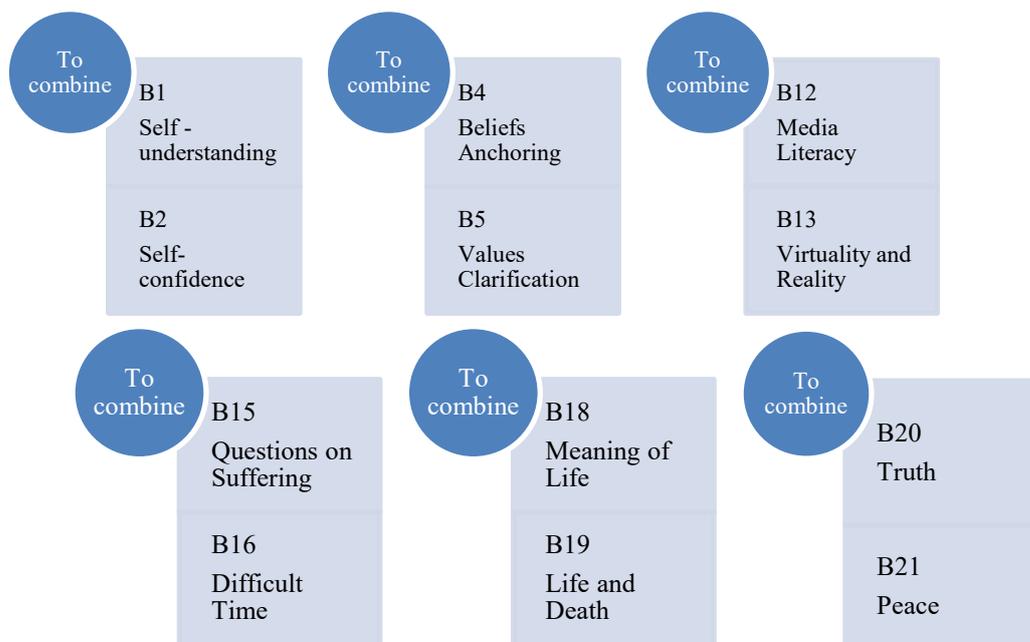
			<p>and the two form the basis of an infinite cycle. Likewise, it is a natural law that nothing can end if it has never begun.</p> <ul style="list-style-type: none"> ● <i>Dao De Jing</i>: “He who does not fail in the requirements of his position, continues long; he who dies and yet does not perish, has longevity.”
B20 Truth	<ul style="list-style-type: none"> ● What is truth? Why do we need to seek the truth? ● How does this religion convey the truth that it affirms? How is this truth different from those upheld by others? ● Why are there different faith interpretations within the same religion? 	<ul style="list-style-type: none"> ● Taoism regards the principles and manifestations of “Dao” (or “Tao”) as the truth and its characteristics as a role model. We can understand the truth through Taoist scriptures and cultivation. Taoist scriptures record the teachings of celestial beings and immortals and contain revelation of the truth. And man should be prepared and calm themselves in order to see the truth from the scriptures. 	<ul style="list-style-type: none"> ● <i>Dao De Jing</i>: “The Dao that can be trodden is not the enduring and unchanging Dao. The name that can be named is not the enduring and unchanging name. (Conceived of as) having no name, it is the Originator of heaven and earth; (conceived of as) having a name, it is the Mother of all things. Always without desire we must be found, if its deep mystery we would sound. But if desire always within us be, its outer fringe is all that we shall see.” ● <i>Dao De Jing</i>: “Man takes his law from the Earth; the Earth takes its law from Heaven; Heaven takes its law from the Dao. The law of the Dao is its being what it is.” ● <i>Dao De Jing</i>: “All things are produced by the Dao, and nourished by its outflowing operation. They receive their forms according to the nature of each, and are completed according to the circumstances of their condition. Therefore all things without exception honour the Dao, and exalt its outflowing operation. This honouring of the Dao and exalting of its operation is not the result of any ordination, but always a spontaneous tribute.”

			<ul style="list-style-type: none"> ● <i>Dao De Jing</i>: “The grandest forms of active force from Dao come, their only source.” ● <i>On Zuowang - True Observation</i>: “Therefore, restraining the mind and being detached from affairs will gradually damage one’s cultivation. Only by resting one’s body and calming one’s heart can one observe the truth.”
B21 Peace	<ul style="list-style-type: none"> ● Will there ever be world peace? ● How can this religion contribute to peace before and after the emergence of conflict? 	<ul style="list-style-type: none"> ● “Not striving” is a value advocated by Taoism. People should let go of self-interested competition and plunder, and should instead respect each other and co-exist in peace. ● Let go of all disputes and stick to altruism 	<ul style="list-style-type: none"> ● <i>Dao De Jing</i>: “With all the sharpness of the Way of Heaven, it injures not; with all the doing in the way of the sage he does not strive.” ● <i>Dao De Jing</i>: “Now arms, however beautiful, are instruments of evil omen, hateful, it may be said, to all creatures. Therefore they who have the Dao do not like to employ them.” ● <i>Dao De Jing</i>: “The excellence of water appears in its benefiting all things, and in its occupying, without striving (to the contrary).”

2.4 Lesson Time

This curriculum can be completed at Key Stage 3, i.e. Secondary 1 to Secondary 3, with 50 forty-minute lessons each year. In other words, this curriculum can be completed with 33 hours per year and a total of about 100 hours over three years.

If sufficient lesson time cannot be arranged, schools can make a compromise and tailor the curriculum by combining some topics, such as:

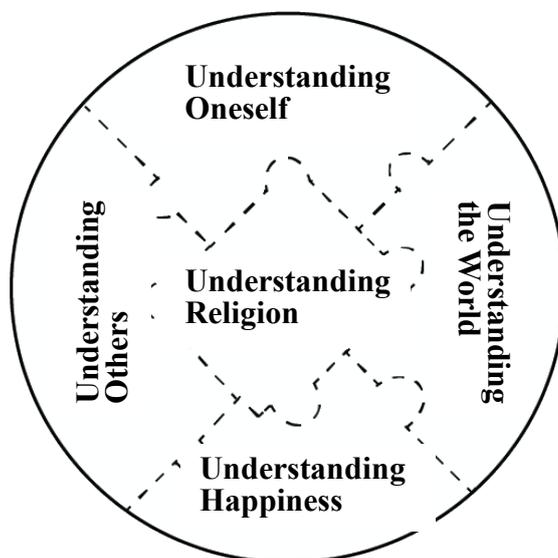


Traditionally, teachers of this subject do not separate the topics of “learning about religion” completely from those of “learning from religion”. For example, the name and worship focus of religions can be covered in topics such as religious arts. Studying religious teachings through the lives of religious figures can provide the necessary social and historical contexts for understanding such teachings. In addition, the two parts can be integrated based on students’ learning needs and the school’s faith tradition. For instance, the lives and deeds of prominent religious figures can be used as examples of establishing values and overcoming difficulties.

Therefore, the demarcation between “learning about religion” and “learning from religion” is not distinct; nor is it possible to accurately calculate the percentage of time allocated to them. However, teachers need to pay attention to the principle of balance. In particular, any of the four modules of “learning from religion” (Understanding Oneself, Understanding Others, Understanding the World and Understanding Happiness through religion) should not be omitted, so as to help students fully understand and appreciate the ultimate concerns of

religion and the changes it brings to individuals and society.

Relations among modules of Religious Education (S1-S3)



Last but not least, when planning lessons for this subject, schools should review their whole school curriculum arrangements, in particular to ensure that the allocation of curriculum time complies with the requirements of *Secondary Education Curriculum Guide*, the *Personal, Social and Humanities Education Key Learning Area Curriculum Guide* and the curriculum documents of relevant subjects.

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- Dr. TAN Kang, John
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- School Ms. LAU Tuen-hung

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Ms. LAM Shuk-fong
King's College Old Boys' Association Primary

School No.2

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	Ms. HUI Shan-shan	
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	Mr. LAM Man-kit	(from 1.9.2021 to 31.8.2022)
	TWGH Lui Yun Choy Memorial College	
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**Personal, Social and Humanities Education Key Learning Area:
Religious Education Curriculum (Secondary 1-3)
School Questionnaire Survey**

Purpose

The purpose of this questionnaire is to collect schools' views on the implementation of the Religious Education curriculum. Schools operated by school sponsoring bodies with religious affiliation are required to fill in the questionnaire.

Background

Religious Education is a junior secondary curriculum in the Personal, Social and Humanities Education (PSHE) Key Learning Area (KLA). To align with the ongoing development and renewal of the school curriculum, the Curriculum Development Council Committee on Personal, Social and Humanities Education set up the "Ad Hoc Committee for Revising Religious Education (Secondary 1-3)" (the Ad Hoc Committee) to conduct a review of the existing Religious Education (Secondary 1-3) curriculum.

The Ad Hoc Committee, after considerable deliberation, submitted to the Curriculum Development Council (CDC) the "Religious Education Revised Curriculum Framework" and was accepted by the CDC in February 2023.

Questionnaire and Curriculum Document

This questionnaire and the attached "Religious Education (Secondary 1-3) Revised Curriculum Framework (Consultation Draft)" (Annex 1) can be downloaded from the following website of the PSHE Section, EDB:

<http://www.edb.gov.hk/en/curriculum-development/kla/pshe/whats-new.html>

Completion of the Questionnaire

Each faith school should return **ONE** completed questionnaire only. The school head or his/her representative (e.g. Vice-principal, Prefect of Studies, PSHE KLA Coordinator, subject panel head, etc.) is requested to complete the questionnaire.

Deadline

Schools should return the completed questionnaire by post to the following address **on or before 18 May 2023**:

Senior Curriculum Development Officer (PSHE)1 Personal, Social and Humanities Education Section, Curriculum Development Institute, Education Bureau Room 1319, 13/F, Wu Chung House, 213 Queen's Road East, Wanchai, Hong Kong
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Overview of Revision of the Religious Education Curriculum (Secondary 1-3)

Major Revisions

- **A common framework:** “Learning about Religion” (9 topics) and “Learning from Religion” (21 topics) constitute a common framework, with each of the six religions contributing religious teachings to different topics in the common framework.
- **A dual emphasis on “Learning about Religion” and “Learning from Religion”:** “Learning about Religion” refers to the systematic study of the basic components of religion while “Learning from Religion” explores the ultimate questions of individuals and society through a religious lens. This dual emphasis approach can highlight the guiding effect of religious teachings on the personal growth of students, and provide a non-material perspective for understanding personal and social topics.
- **Whole-person development, practice and actions driven by positive values:** The revised curriculum highlights the importance of establishing, reflecting on and practising values, as well as the importance of religious practice (such as meditation / prayer) and religious praxis (such as caring and service).
- **Laying the foundation for a good life:** The revised curriculum provides religious teachings and insights for exploring topics about life, including making moral judgments, questions on suffering, overcoming difficult times, seeing through wealth, questing for the meaning of life, understanding life and death, seeking the truth, making peace, etc., to enrich students’ spiritual life and provide inspiration and guidance to students to pursue meaning in life.
- **Strengthening the interface with the senior secondary curriculum of Ethics and Religious Studies:** Topics on “understanding the world” through religious wisdom, including caring and justice, environmental protection, understanding media and the virtual world, etc., are added to strengthen the interface with the senior secondary curriculum of Ethics and Religious Studies.

A. “Learning about Religion”
A1 How do people call this religion?
A2 Whom does this religion worship?
A3 Who are the important figures of this religion? What are their major deeds?
A4 What are the key beliefs of this religion, such as core teachings and religious texts, etc.?
A5 How do people call the followers of this religion? What are the major characteristics of this faith community, such as names, members, system, organisation and way of conversion?
A6 What religious rules or principles do the believers uphold? How do they practise this religion?
A7 What are the missions of this religion?
A8 How is faith content expressed through art such as architecture, music, etc.?
A9 How has this religion impacted human history and culture as well as the contemporary society?

B. “Learning from Religion”			
Understanding Oneself	Understanding Others	Understanding the World	Understanding Happiness
B1 Self-understanding	B7 Friendship	B10 Caring and Justice	B14 Moral Judgment
B2 Self-confidence	B8 Intimate Relationship	B11 Environmental Protection	B15 Questions on Suffering
B3 Roles Affirmation	B9 Family	B12 Media Literacy	B16 Difficult Times
B4 Beliefs Anchoring		B13 Virtuality and Reality	B17 Wealth
B5 Values Clarification			B18 Meaning of Life
B6 Becoming Autonomous			B19 Life and Death
			B20 Truth
			B21 Peace

**Personal, Social and Humanities Education Key Learning Area:
Religious Education Curriculum (Secondary 1-3)
School Questionnaire Survey**

Before responding to the questions, please read the attached document “Religious Education (Secondary 1-3) Revised Curriculum Framework (Consultation Draft)” (Annex 1).

Please answer the following questions to express school views on the Religious Education revised curriculum (revised curriculum).

Please blacken the appropriate circle “○” and provide other opinions in the spaces provided.

*(SA=Strongly Agree; A=Agree;
D=Disagree; N=No Comment)*

- | | <i>SA</i> | <i>A</i> | <i>D</i> | <i>N</i> |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. The revised curriculum aims at: | | | | |
| a. educating students about religion, religious traditions, religious lifestyles and representative religious figures; | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. enabling students to understand, through their own experience, others’ and history, the influence of religion on how people perceive themselves and the world as well as their values and cultures; | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. educating students about how religion can lead to a healthy and positive life, and help to fulfil social and environmental responsibilities; | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. guiding students to pursue a faith or spiritual way of living, and to seek answers to questions in life; | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. developing students’ respect for religion and different cultures and values. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. The revised curriculum helps achieve its learning objectives in terms of: | <i>SA</i> | <i>A</i> | <i>D</i> | <i>N</i> |
| a. knowledge | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. values and attitudes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. actions and practices | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

(SA=Strongly Agree; A=Agree;
D=Disagree; N=No Comment)
SA A D N

3. The dual emphasis on “Learning about Religion” and “Learning from Religion” in organising the revised curriculum is conducive to achieving the following directions of curriculum development:
- | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a. highlighting the guiding effect of religious teachings on the personal growth of students and providing a non-material perspective for understanding personal and social topics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. emphasising the establishment, reflection and practice of positive values | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. providing religious teachings and insights for exploring topics about life and laying the foundation of a good life | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. strengthening the interface with the Ethics and Religious Studies curriculum at the senior secondary level | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
4. What difficulties does your school anticipate when implementing the revised curriculum?
- Nil
 - The school does not allocate sufficient lesson time to the curriculum
 - The school does not have enough teachers who possess subject matter knowledge relevant to this curriculum
 - Teachers do not clearly understand the learning points of each topic of the curriculum
 - Teachers do not clearly understand the depth and breadth of the curriculum contents
 - There are not sufficient learning and teaching materials
 - Others (please specify): _____
5. What types of teacher training programmes are mostly needed by teachers? (may choose more than one)
- Curriculum interpretation
 - Assessment and feedback for learning
 - Learning and teaching strategies
 - Knowledge enrichment

6. How many teachers in your school will attend the professional development programmes for the revised curriculum organised by the EDB?

Number of teacher(s): _____

7. In your opinion, which of the following topics are in greater need of learning and teaching resources? (may choose more than one)

A. "Learning about Religion"
<input type="radio"/> A1 How do people call this religion?
<input type="radio"/> A2 Whom does this religion worship?
<input type="radio"/> A3 Who are the important figures of this religion? What are their major deeds?
<input type="radio"/> A4 What are the key beliefs of this religion, such as core teachings and religious texts, etc.?
<input type="radio"/> A5 How do people call the followers of this religion? What are the major characteristics of this faith community, such as names, members, system, organisation and way of conversion?
<input type="radio"/> A6 What religious rules or principles do the believers uphold? How do they practise this religion?
<input type="radio"/> A7 What are the missions of this religion?
<input type="radio"/> A8 How is faith content expressed through art such as architecture, music, etc.?
<input type="radio"/> A9 How has this religion impacted human history and culture as well as the contemporary society?

B. "Learning from Religion"			
Understanding Oneself	Understanding Others	Understanding the World	Understanding Happiness
<input type="radio"/> B1 Self-understanding	<input type="radio"/> B7 Friendship	<input type="radio"/> B10 Caring and Justice	<input type="radio"/> B14 Moral Judgment
<input type="radio"/> B2 Self-confidence	<input type="radio"/> B8 Intimate Relationship	<input type="radio"/> B11 Environmental Protection	<input type="radio"/> B15 Questions on Suffering
<input type="radio"/> B3 Roles Affirmation	<input type="radio"/> B9 Family	<input type="radio"/> B12 Media Literacy	<input type="radio"/> B16 Difficult Times
<input type="radio"/> B4 Beliefs Anchoring		<input type="radio"/> B13 Virtuality and Reality	<input type="radio"/> B17 Wealth
<input type="radio"/> B5 Values Clarification			<input type="radio"/> B18 Meaning of Life
<input type="radio"/> B6 Becoming Autonomous			<input type="radio"/> B19 Life and Death
			<input type="radio"/> B20 Truth
			<input type="radio"/> B21 Peace

8. Other opinions (if any):

[School Information]

The religion of the school's sponsoring body is:

Confucianism	Islam	Buddhism	Christianity (Catholic)	Christianity (Protestant, Anglican and others)	Taoism
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Name of School : _____

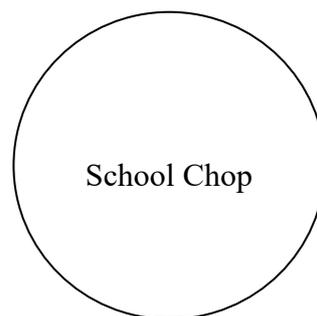
Information of Respondent Name : _____

*(if respondent is not the School
Principal)* Position : _____

Name of School Principal : _____

Signature of School Principal : _____

Date : _____



- The End -

☞ Thank you for your opinions ☞