

24 June 2025

## **Education Bureau Circular No. 12/2025**

### **Primary Humanities Curriculum Guide and Support Measures**

[Note: This circular should be read by-

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

### **Summary**

The purpose of this circular is to announce the release of *Primary Humanities Curriculum Guide* (the *Guide*) prepared by the Curriculum Development Council (CDC) and support measures. The *Guide* is for use in schools starting from the 2025/26 school year.

### **Background**

2. Following the announcement of the introduction of Primary Humanities in “The Chief Executive’s 2023 Policy Address”, the Committee on Personal, Social & Humanities Education under the CDC established the Ad Hoc Committee on Primary Humanities Curriculum (AHC) earlier for the development of Primary Humanities curriculum. The AHC has all along made reference to views collected by the Education Bureau (EDB) through various channels, including school visits, focus group interviews, school questionnaire surveys, learning circle, teacher professional development programmes, workshops and meetings on home-school co-operation, etc. After considerable deliberation, the AHC submitted the *Primary Humanities Curriculum Framework (Provisional Draft)* and the *Primary Humanities Curriculum Framework (Final Draft)* to the CDC Committee on Personal, Social & Humanities Education and the CDC in 2023 and 2024 respectively and were endorsed. The *Primary Humanities Curriculum Framework (Final Draft)* was announced in March 2024 to enable the school sector to consider the piloting of the new curriculum, as well as to gain an early understanding of and prepare for the implementation of the new curriculum.

3. The EDB conducted the “Primary Humanities Curriculum School Questionnaire Survey” among all public sector primary schools in Hong Kong in November 2023 and September 2024 and over 90% and about 85% of primary schools

responded respectively. The findings of the surveys revealed that a vast majority of schools concurred with the curriculum rationale and aims of Primary Humanities and agreed that the curriculum could support schools in promoting national education, values education and student-centred learning. The findings also showed that over 80% of public sector schools have already piloted the Primary Humanities curriculum in this school year, or are actively preparing for the implementation of Primary Humanities.

4. The AHC submitted the *Guide* to the CDC in June 2025 and was accepted. All primary schools in Hong Kong should implement Primary Humanities starting from the 2025/26 school year at Primary 1 and Primary 4, and extending to all levels by the 2027/28 school year to replace the General Studies curriculum.

## Details

5. Primary Humanities covers the content of the Personal, Social and Humanities Education Key Learning Area with enrichment on the elements of Chinese culture, national history and national geography. The rationale of the curriculum “Cultivating Values for Leaders of Tomorrow, Enquiry Learning and Making Connection with Life” aims to systematically cultivate students’ sense of belonging to our country, national sentiments and sense of national identity for the implementation of Patriotic Education<sup>1</sup> through different topics in the curriculum. Through diversified enquiry and experiential learning activities, students are encouraged to connect learning with their daily lives to acquire a wide range of learning experiences. The curriculum covers the following six strands:

- “Health and Living”;
- “Environment and Living”;
- “Financial Management and Economy”;
- “Community and Citizenship”;
- “Our Country and Me”; and
- “The World and Me”.

6. The *Guide* comprises six chapters. The main contents include:

- **Chapter 1 “Introduction”** emphasises the rationale of the curriculum “Cultivating Values for Leaders of Tomorrow, Enquiry Learning and Making Connection with Life”, which focuses on nurturing students’ whole-person development, including humanistic qualities, healthy physical and psychological development, and the forging of good

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<sup>1</sup>National education and national security education of Hong Kong has incorporated elements and spirit of patriotic education. To tie in with patriotic education, the curriculum content of “Primary Humanities Curriculum Guide” includes the learning elements related to national education, Constitution and Basic Law education, national security education and law-abiding education, so as to deepen students’ understanding of our country and national affairs, cultivate their proper values and attitudes, strengthen their cultural confidence, sense of national identity and patriotism.

character, morality and social values. It aims to help them understand our country and society, and foster their sense of national identity, thereby nurturing the future masters for our country and Hong Kong society at an early age to be virtuous and able, with love for our country, Hong Kong and their family;

- **Chapter 2 “Curriculum Framework”** emphasises that schools should follow the essential learning elements to deliver the curriculum at each level with articulation between different levels, so as to enable students to learn in a progressive and spiral manner;
- **Chapter 3 “Curriculum Planning”** emphasises that schools should plan the implementation of the curriculum in accordance with the principles of curriculum planning to help students build a solid foundation of knowledge, develop generic skills and thinking skills, and cultivate proper values and attitudes, so as to further promote humanities education, national and national security education, etc., as well as enhance the interface between junior and senior secondary levels;
- **Chapter 4 “Learning and Teaching”** emphasises the use of diversified learning and teaching strategies to arouse students’ motivation, promote their participation, enquiry learning and enhance their learning effectiveness, so as to help students build a solid foundation of knowledge and cultivate proper values, proactive attitudes and appropriate behaviour;
- **Chapter 5 “Assessment”** suggests that teachers should use a variety of assessment methods to enable students to demonstrate their learning outcomes and provide timely and quality feedback to help them construct knowledge actively, develop and apply generic skills in an integrated manner progressively, and cultivate humanistic qualities. Teachers should also arrange effective assessments and assignments to arouse students’ interest and motivation in learning, avoid mechanical drilling, and allow students to have room for enquiry learning and developing their potentials; and
- **Chapter 6 “Learning and Teaching Resources”** emphasises the judicious use of suitable and appropriate learning and teaching resources (including the resources related to the use of artificial intelligence) to design effective and meaningful learning and teaching activities that align with the objectives and the learning themes of the Primary Humanities curriculum, as well as making good use of learning time to enrich students’ learning experiences both with and beyond the classroom, so as to promote, broaden and extend students’ learning.

7. The *Guide* has been uploaded to the webpage of Primary Humanities (<https://www.edb.gov.hk/ph>) for reference of schools and teachers.



8. To support schools to implement the curriculum effectively, the EDB will continue to organise professional development programmes and develop learning and teaching resources:

#### Teacher Professional Development Programmes

- In the past two school years, the EDB provided a total of more than 140 teacher training programmes with more than 20 000 training quotas. The themes of these programmes include curriculum interpretation, curriculum planning and management, pedagogical and assessments, national history, national geography, Chinese culture, the latest development of our country, national security education, financial education, anti-drug education, sustainable development education, sex education, healthy living education, etc. so as to systematically enhance teachers' capacity and teaching effectiveness. (Please refer to Annex 1 for those tentative teacher professional development programmes for the 2025/26 school year.)
- The EDB has set up the Primary Humanities Learning Circle from the 2023/24 school year with more than 150 primary schools participated so far. About 20 try-outs and open lessons offered by core schools were organised so as to foster professional exchanges among teachers and boost their confidence in conducting learning and teaching in the classroom. (Please refer to Annex 4 for the accomplishment of the learning circle.)
- The EDB also provided schools with the new Primary Humanities Onsite Workshop in September 2024 to support schools for the implementation of the new curriculum. As at June 2025, about 50 sessions have been organised, benefiting over 160 schools.
- The EDB will launch a new Certificate Course for Curriculum Leaders in Primary Humanities (30-hour) in the 2025/26 school year to further enhance the capacity of Primary Humanities panel chairpersons on curriculum leadership and management. Details will be announced on the EDB's Training and Calendar System in due course.

### Learning and Teaching Resources

- The EDB has been providing schools with diversified learning and teaching resources on Primary Humanities since January 2024, covering contents on national history, national geography and the latest development of our country. For example, “Little Seedling Tells You” Series, Learning and Teaching Tips in Primary Humanities and 中國歷史人物「簿」中尋 have been uploaded to the EDB website (<https://www.edb.gov.hk/ph/resource>) for teachers’ use and reference. (Please refer to Annex 2 for the learning and teaching resources in Primary Humanities developed by the EDB)
- The EDB will continue to launch new learning and teaching resources, including the Learning Booklet on Belt and Road (please refer to Annex 3 for details of the Learning Booklet), video on cultivating students’ humanistic qualities, the series of “跟着書本去旅行”, etc.
- For textbooks, the Recommended Textbook List for the 2025/26 school year has included the information on the approved Primary Humanities textbooks for Primary 1 and Primary 4 for schools to choose from. It is expected that the review of Primary Humanities textbooks for Primary 2 and Primary 5 will be completed and the approved textbooks will be uploaded to the Recommended Textbook List in the first quarter of 2026.

To support the implementation of the *Guide*, the EDB will continue to provide support measures to schools, including professional development programmes and learning and teaching resources. For details, please refer to the Training Calendar System and the webpage of Primary Humanities ([www.edb.gov.hk/ph](http://www.edb.gov.hk/ph)) respectively.

### **Enquiry**

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

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for Secretary for Education

**2025/26 學年**  
**小學人文科教師專業培訓課程（暫擬）**  
**(Chinese version only)**

以下為暫擬課程資料，所有課程將以培訓行事曆系統公布的最新資料為準。

	課程名稱	模式
1.	小學人文科課程領導專業培訓證書課程 (30小時)	證書課程
2.	小學人文科課程指引導讀課程	網上自學課程
3.	小學人文科探究學習系列	網上研討會及工作坊
4.	小學人文科中國歷史與中華文化系列	導賞團
5.	小學人文科學習圈系列	網上研討會、參觀活動
6.	小學人文科課程規劃與管理工作坊	工作坊
7.	小學人文科的學與教策略導引	工作坊
8.	在小學人文科推行國家安全教育工作坊	工作坊
9.	《憲法》和《基本法》小學教師知識增益網上課程	網上自學課程
10.	在小學人文科推行價值觀教育—禁毒與守法相關	網上研討會
11.	小學人文科知識增益系列：推動可持續發展教育（包括氣候變化和環境保護）	網上研討會
12.	小學人文科理財教育計劃教師工作坊	工作坊

\*除上述教師培訓課程外，小學人文科學習圈和到校工作坊將於2025/26 學年持續開放予學校報名參加。

已推出的小學人文科學與教資源  
 (網址：<https://www.edb.gov.hk/ph/resource>)  
 (Chinese version only)



推出日期	學與教資源
2023 年 11 月	小學人文科影片系列： <ul style="list-style-type: none"> <li>人文素養育英才 愛國愛家作棟樑</li> </ul>
2024 年 1 月	小樹苗話你知系列： <ul style="list-style-type: none"> <li>理財教育</li> <li>環境教育</li> <li>性教育</li> </ul>
2024 年 2 月	中華傳統美德系列： <ul style="list-style-type: none"> <li>孔融讓梨故事</li> <li>臥冰求鯉故事</li> </ul>
2024 年 3 月	「我長大了」： <ul style="list-style-type: none"> <li>編排作息均衡的時間表</li> </ul> 「我的祖國」： <ul style="list-style-type: none"> <li>升掛國旗儀式和奏唱國歌的禮儀</li> </ul> 小樹苗話你知系列： <ul style="list-style-type: none"> <li>國家歷史篇：「誰最懂我？」中國歷史人物競猜</li> <li>國家地理篇：中國世遺猜猜看</li> </ul> 小學人文科學與教「小貼士」系列： <ul style="list-style-type: none"> <li>探究學習</li> </ul> 小學人文科學習重點總覽
2024 年 4 月	小樹苗話你知系列： <ul style="list-style-type: none"> <li>環境教育篇：國家最新綠色發展</li> </ul>
	小學人文科學與教「小貼士」系列： <ul style="list-style-type: none"> <li>培養學生人文素養</li> </ul>
2024 年 5 月	<ul style="list-style-type: none"> <li>小學人文科學與教「小貼士」系列：探究國家歷史的多元學習策略</li> </ul>

推出日期	學與教資源
2024 年 6 月	<p>我們的學校：</p> <ul style="list-style-type: none"> <li>• 學校的成員、承諾書、自我挑戰</li> </ul> <p>我的家人：</p> <ul style="list-style-type: none"> <li>• 認識籍貫與家鄉、團結</li> </ul> <p>地球是我家—國家應對氣候變化</p> <p>小學人文科學與教「小貼士」系列：</p> <ul style="list-style-type: none"> <li>• 理財教育</li> </ul>
2024 年 9 月	《香港古蹟新貌對對碰》遊戲卡
2024 年 10 月	《中國歷史人物「簿」中尋》
2024 年 11 月	<p>小學人文科學學習圈成果系列：</p> <ul style="list-style-type: none"> <li>• 保育大熊貓課堂活動</li> </ul> <p>小學人文科學與教「小貼士」系列：</p> <ul style="list-style-type: none"> <li>• 國家地理與保育、環境與保育</li> </ul>
2025 年 1 月	<p>小樹苗話你知系列：</p> <ul style="list-style-type: none"> <li>• 中華文化篇及內地專家教師話你知系列：傳統玩具知多少</li> </ul>
2025 年 3 月	<p>內地專家教師話你知系列：</p> <ul style="list-style-type: none"> <li>• 傳統遊戲—蹴鞠</li> </ul>
2025 年 4 月	國家在環境保育上的成就—荒漠化治理
2025 年 5 月	「飲水思源」— 東江水供港六十周年學與教資源
2025 年 6 月	<p>小學人文科影片系列：</p> <ul style="list-style-type: none"> <li>• 培養學生人文素養</li> </ul> <p>延伸學習冊：</p> <ul style="list-style-type: none"> <li>• 「結合萬卷書和萬里路」共建「一帶一路」學習冊（有關學習冊詳情，請參閱<u>附件三</u>）</li> </ul>



小學人文科學與教資源  
「結合萬卷書和萬里路」  
共建「一帶一路」學習冊(小學)  
(Chinese version only)

配合小學人文科課程，持續推出全新的學與教資源，教師可參考及使用上述以「一帶一路」倡議為主題的延伸學習冊，增加學生對相關課題的認識，明白國家與世界的連繫、對世界的影響、貢獻和成就，藉此培養學生的國民身份認同。

### 使用建議

適用年級	小學人文科課程框架中相關的必須學習內容
小五	5.4.4 香港與內地和世界各地的貿易 5.5.1 中國歷史上重要的朝代：明朝 5.5.2 對國家歷史影響深遠的人物和故事（鄭和與海上絲路） 5.5.3 國家近期的經濟和科技發展及與世界其他地方的連繫（例如：「一帶一路」、粵港澳大灣區的發展）

學習冊分為學生版及教師版，包括六篇學與教工作紙。各篇工作紙均備有相關短片及資料，教師可作課前預習、小組討論等學與教活動、課後延伸學習或學生自學之用，亦可配合相關主題的專題研習使用。教師版附有學與教提示供教師參考，以便教師掌握當中的學與教重點，並運用不同策略促進學生有效學習。

教師運用本學習冊時宜因應學生需要及校情，適切選取有關內容，並配合學生能力調適學習內容的深度和廣度。如有需要，教師可適時更新有關學與教材料，務求能與時並進，提高學與教效能。



## 小學人文科學習圈成果剪影 (Chinese version only)

由 2023/24 學年推展到今，合共約 150 所學校參與，共舉辦約 20 次核心學校試教及開放課堂。

感謝以下核心學校的積極參與	
2023/24 學年 (已參與試教/分享/安排公開課)	2024/25 學年 (已安排公開課)
香海正覺蓮社佛教陳式宏學校	佛教陳榮根紀念學校
鳳溪第一小學	伊利沙伯中學舊生會小學分校
聖公會主風小學	保良局黃永樹小學
中華基督教會蒙黃花沃紀念小學	福德學社小學
英皇書院同學會小學第二校	青松侯寶垣小學
聖公會聖彼得小學	慈航學校
東涌天主教學校	滬江小學
東華三院周演森小學	香海正覺蓮社佛教正覺蓮社學校
基督教香港信義會葵盛信義學校	基督教神召會梁省德小學
	中華基督教會灣仔堂基道小學

在這兩個學年已舉行的教師培訓網絡活動：

小學人文科學習圈網上簡介會 [2 次]
學習圈網絡活動（網上研討會） [2 次]
小學人文科學習圈系列：選舉資訊中心講座暨參觀活動 [2 次]
小學人文科專業研討會：把握課程精神 探索教學創新 （與香港教育大學合辦；包括學習圈核心學校的經驗分享環節）

