

15 July 2024

Education Bureau Circular No. 17/2024

Ongoing Renewal of the School Curriculum: The Primary Education Curriculum Guide (2024) — Cultivate Values for Leaders of Tomorrow Create Space to Foster Whole-person Development

[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 Scheme – for action; and
- (b) Heads of Sections - for information]

Summary

The purpose of this circular is to announce the release of the Primary Education Curriculum Guide (PECG) (2024) prepared by the Curriculum Development Council (CDC) for use by schools. All heads and teachers of primary schools should read the said curriculum guide and related documents.

Background

2. In September 2022, the Education Bureau (EDB) announced the release of the Primary Education Curriculum Guide (Pilot Version) (2022) prepared by the CDC in EDBCM No. 154/2022 “Ongoing Renewal of the School Curriculum: the Primary Education Curriculum Guide (Pilot Version)—Cultivate Values for Leaders of Tomorrow Create Space to Foster Whole-person Development” to all primary schools. The PECG (Pilot Version) informed schools of the need to **focus on the updated Seven Learning Goals (7 LGs) of Primary Education, Three Major Directions and Seven Major Renewed Emphases (MREs)**, so that schools could take into consideration their educational vision, school contexts, students’ growth and learning needs in piloting the recommendations as stated in different chapters of the PECG (Pilot Version), with an aim to enhancing student learning, fostering their healthy growth and balanced development.

3. Since piloting from the 2022/23 school year, **the EDB has been collecting views from the sector and reviewing the piloting in schools through various channels, including questionnaire surveys, liaison meetings with school councils, school visits, focus group interviews, and professional development programmes, etc.** Data collected from the aforesaid channels indicates that the majority of primary schools agree with the updated 7 LGs, and incorporate the MREs of the PECG (Pilot Version) into their whole-school curriculum planning according to the schools’ development priorities. In addition, the EDB has collected views in the **“Primary School Leaders’ Workshops (2020/21-2022/23)”** as well as the **“PECG — Theme-based Onsite Workshops (2023/24-2025/26)”** for all primary schools in Hong Kong. As shown in the feedback of the participants, school leaders have actively guided their colleagues to refer to the recommendations in the PECG (Pilot Version) for improving their whole-school curriculum planning. In summary, **schools’ feedback on the curriculum renewal and PECG (Pilot Version) is generally positive**, and the updated 7 LGs, Three Major Directions and 7 MREs [Refer to Annex 1 for details] are agreed and supported by schools.

Details

4. The Ad Hoc Committee on PECG (AHC) under the CDC is responsible for the updating of the PECG. During the piloting of the PECG in schools, the AHC has conducted an ongoing review for optimisation of the PECG. **To tie in with the latest development of our country, society and education** (e.g. patriotic education, the strategy of “invigorating the country through science and education and developing a strong workforce for the modernisation drive”, the introduction of Primary Humanities and Primary Science, the raising of attention to students’ physical and psychological well-being), the AHC has further enriched the relevant contents of the PECG, striving to better suit the needs of schools and students, and keep abreast of the times.

5. Meanwhile, the EDB has been introducing diversified resources for promoting the PECG to schools and stakeholders through various platforms [Refer to Annex 2 for details]. In May 2024, the final version of the PECG (2024) was endorsed by the AHC, and then accepted by the CDC in June 2024 for implementation in all primary schools in the 2024/25 school year.

6. The PECG (2024), and the related resources as well as the information of professional development programmes have been uploaded to the EDB webpage (<https://www.edb.gov.hk/pecg>) for reference of schools and the public (only the Traditional Chinese version provided currently and the English version to be uploaded in due course). The PECG (2024) is enriched in line with the following major developments in education:

- ✧ **Fostering Values Education:** In view of the further enrichment of the “Values Education Curriculum Framework (Pilot Version)”, including the optimised content of Priority Values and Attitudes (PVAs), the existing PVA “Care for Others” is extended to “Benevolence”, and “Filial Piety” and “Unity” are newly added up to a total of 12 PVAs — **“Perseverance”, “Respect for Others”, “Responsibility”, “National Identity”, “Commitment”, “Integrity”, “Benevolence”, “Law-abidingness”, “Empathy”, “Diligence”, “Unity” and “Filial Piety”** (Please refer to the EDBCM No. 183/2023 for details). Further information is also provided in corresponding sections of the PECG (2024);
- ✧ **Promoting Patriotic Education:** Echoing the announcement in the “Chief Executive’s 2023 Policy Address” to promote patriotic education on and off campus, enhancing education on our country’s history, culture and current affairs on different fronts as well as promoting patriotism, the PECG (2024) enriches relevant suggestions related to patriotic education. School examples are provided in different chapters illustrating how national education and national security education that incorporated elements and spirit of patriotic education can be promoted inside and outside the classroom, so as to cultivate students’ proper values and attitudes, strengthen their cultural confidence, sense of national identity and patriotism;
- ✧ **Introducing Primary Humanities (PH) and Primary Science (PS):** In view of the announcement in the “Chief Executive’s 2023 Policy Address” to introduce PH and PS from the 2025/26 school year, the suggested lesson time allocation for each KLA/subject and flexible lesson time are updated accordingly in the PECG (2024). New examples of good use of learning time are also provided for schools to tie in with the introduction of PH and PS; and
- ✧ **Optimising school assessment and assignment policies:** The EDB attaches importance to students’ whole-person development, and reiterates that schools should formulate appropriate assessment and assignment policies. In addition to helping students learn

effectively, schools should create space for students to facilitate balanced physical and psychological development. With a view to providing distinct guidelines for schools, **the recommendations on school assessment and assignment policies** in Chapter 5 “Assessments for Enhancement in Learning” and Chapter 6 “Meaningful Assignments” **are optimised** [Refer to Annex 3 for details] for schools to sustain and enhance the recommended measures **to create space for students, enabling them to enjoy their leisure time for rest, and take part in aesthetic and physical activities, so as to promote their physical and psychological well-being.**

7. To tie in with the implementation of the PECG (2024), the EDB will continue to organise different professional development activities, including “PECG— Theme-based Onsite Workshops”, and provide relevant learning and teaching resources [Refer to Annex 2 for details] to support schools’ implementation of the MREs. **Schools can continue to adopt the approaches of “organic integration”, “natural connection”, “diversified strategies”, “mutual coordination”, “learning within and beyond the classroom”, and “whole-school participation” in providing students with diversified, appropriate and meaningful learning experiences,** and broaden their scope of learning and horizons to achieve whole-person development and establish a solid foundation for lifelong learning, thereby nurturing students to become **life-long learners who are virtuous and able, with love for our country and Hong Kong,** and will contribute to the development of our country and Hong Kong.

Enquiry

8. For enquiries, please contact Mr HUI Yuen-fai of the Kindergarten and Primary Section of the Curriculum Development Institute, Education Bureau at 2892 5871 or email to kpps@edb.gov.hk.

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The Updated Seven Learning Goals of Primary Education

Building on kindergarten education, primary education continues to develop students' learning capabilities and interests, and also lays a solid foundation in students to deepen their knowledge, skills, values and attitudes when they proceed to secondary education. The learning goals of the three stages are coherent and inextricably related. The updated seven learning goals **emphasise the importance of nurturing a sense of belonging to our country, the Chinese culture, values education, active learning, STEAM education, media and information literacy, a healthy lifestyle and balanced physical and psychological development.** We expect students to achieve the updated learning goals upon completion of primary education:



The Updated Seven Learning Goals of Primary Education

1. Understand our country and the Chinese culture, and cultivate a sense of belonging and national identity towards our country through national education and national security education;
2. Know how to distinguish right from wrong, fulfil their duties as members of the family, society and our country, and demonstrate proper values and attitudes such as perseverance, respect for others, integrity and benevolence, as well as thoughtful and sensible judgements and behaviour;
3. Be equipped with a solid knowledge base and perspectives across the eight Key Learning Areas (KLAs) to facilitate personal growth and development;
4. Be proactive in biliterate and trilingual communication;
5. Develop generic skills and inquiry thinking holistically, and learn independently and actively;
6. Cultivate an interest in extensive reading and develop an active reading habit, and use information and information technology in a rational and responsible manner;
7. Lead a healthy lifestyle, develop personal hobbies and talents, take pleasure in engaging in different communities, and foster interests and essential skills to appreciate aesthetic and physical activities in order to achieve balanced physical and psychological development.

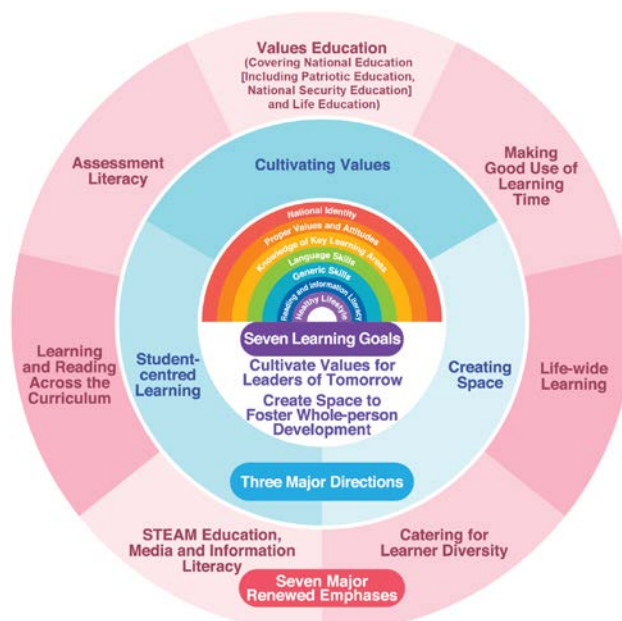
The Three Major Directions and Seven Major Renewed Emphases of the Ongoing Renewal of the Primary School Curriculum

In consideration of the school vision, development priorities and students' needs, schools should holistically review the school curriculum for formulation of a whole-school curriculum plan that targets at and closely aligns with the learning goals. To enhance curriculum planning for attainment of the updated Seven Learning Goals, schools should observe the principles of “**organic integration**”, “**natural connection**”, “**diversified strategies**”, “**mutual coordination**”, “**learning within and beyond the classroom**”, and “**whole-school participation**” by adopting the “three major directions” and “seven major renewed emphases” as stated below. Below are the three major directions of the next stage of the ongoing renewal of the primary school curriculum:

- **Cultivating Values**
- **Creating Space**
- **Student-centred Learning**

The major renewed emphases are introduced to provide schools with strategies and action plans to delineate the areas that schools need to sustain, deepen and focus on with a view to adhering to the updated seven learning goals for better equipping our students. All primary schools are recommended to focus on **the following seven major renewed emphases** to enhance the whole-school curriculum, and develop distinctive school curriculum with reference to the central curriculum framework, in order to help students achieve the updated seven learning goals.



- **Strengthening values education (covering national education [including patriotic education, national security education] and life education)**
- **Making good use of learning time and creating space to promote balanced physical and psychological development**
- **Enriching life-wide learning experiences and fostering whole-person development**
- **Better catering for learner diversity**
- **Reinforcing STEAM education, and nurturing students' media and information literacy**
- **Strengthening cross-curricular learning and reading across the curriculum to develop students' lifelong learning capabilities**
- **Enhancing assessment literacy for promoting learning and teaching effectiveness**



(1) Professional Development Programmes (Examples)

27/09/2022	<p>Briefing Session on PECG (Pilot Version) [Onsite & Real-time online modes]</p> <ul style="list-style-type: none"> • Attended by around 3,000 participants, including principals, vice-principals, curriculum leaders and teachers
2022/23 s.y.	<p>PECG Series: Briefing Session on PECG (Pilot Version) [Online Course—Recorded Session]</p> <ul style="list-style-type: none"> • Attended by more than 600 participants, including principals, vice-principals, curriculum leaders and teachers
2020/21 - 2022/23 s.y.	<p>Primary School Leaders' Workshops</p> <ul style="list-style-type: none"> • Conducted 52 workshops for around 2,000 participants, including principals, vice-principals, curriculum leaders and teachers from 534 primary schools • Themes: Whole-school Curriculum Planning, School Assessment and Assignment Policies, Major Renewed Emphases for Primary Schools, etc.
2023/24 - 2025/26 s.y.	<p>PECG – Theme-based Onsite Workshops</p> <ul style="list-style-type: none"> • Received applications from around 260 primary schools, with more than 230 events arranged • Themes: Assessment Literacy and Assignment Policy (Designated Theme), the Updated Seven Learning Goals, Whole-school Curriculum Planning, Values Education (covering National Education [including Patriotic Education, National Security Education] and Life Education), Good Use of Learning Time, Interface between Kindergartens and Primary Schools, etc.
Annual professional development programmes for teachers	<p>PECG Series: Enhancing Student Learning through Effective Assessment and Meaningful Assignments</p>
	<p>PECG Series: Enhancing the Interface between Kindergartens and Primary Schools</p>
	<p>PECG Series: Enhancing the Interface between the Primary and Secondary Levels</p>
	<p>Training Programme for New PSM(CD)s</p> <ul style="list-style-type: none"> • Participants have to complete the training programme of about 100 hours • Themes: Whole-school Curriculum Planning, Major Renewed Emphases for Primary Schools, School Assessment and Assignment Policies, Interface between Kindergartens and Primary Schools, etc.

(2) Learning and Teaching Resources (Examples)

Designated Webpage of the Primary Education Curriculum Guide: (www.edb.gov.hk/pecg)	
PECG Resources Packages (Distributed to All Public Sector Schools): (Chinese Version only)	
<ul style="list-style-type: none">• PECG (Pilot Version) (Abridged Version)• Posters• PECG (Pilot Version) (Full Version) saved to a USB flash drive	
PECG Video Series: (EDB YouTube PECG Playlist) (Chinese Version only)	
<ul style="list-style-type: none">• 小學教育課程指引主題曲—齊 Sing 育全人• 小學教育課程指引簡介• 善用學時• 有效益的課業• 課業政策齊優化 創造空間樂成長• 評估求進• 學習的主人翁• 持續專業發展和學習型組織	
“Little Seedling” Comics Series: (www.edb.gov.hk/pecg) (Chinese Version only)	
<ul style="list-style-type: none">• 家課篇(一)、(二)、(三)• 升小一篇• 書包篇	
Featured Articles in Smart Parent Net: (www.edb.gov.hk/pecg) (Chinese Version only)	
<ul style="list-style-type: none">• <u>有關家課的迷思</u>• <u>家校攜手找對策 減輕書包有妙法</u>• <u>留白空間好重要 作息平衡不可少</u>• <u>無測無考迎小一 循序漸進樂適應</u>• <u>多元課業重質素 做少點 學多點 學習當中尋樂趣 主動積極助成長</u>• <u>家長毋須過份協助子女完成家課 培養他們懂得承擔學習責任更重要</u>	

Optimising School Assessment and Assignment Policies

“Leading a healthy lifestyle” has long been one of the Seven Learning Goals of Primary Education. The EDB has continuously emphasised the importance of students’ whole-person development and their physical and psychological well-being through different channels. The principle of “quality rather than the quantity that matters” is reiterated in the Education Bureau Circular No. 18/2015 “Guidelines on Homework and Tests in Schools – No Drilling, Effective Learning” and the PECG (Pilot Version) (2022). Schools should formulate an appropriate assignment (including homework) policy according to their own context and student needs, and avoid meaningless and mechanical drills or copying, thereby enabling students to effectively consolidate, extend and apply what they have learnt in class, to sustain their learning interests, and to achieve self-directed learning progressively. In addition, the EDB issued letters to all primary schools in January and September 2023 to remind schools the importance of optimising their assessment and assignment policies. Professional development programmes are also organised for principals, curriculum leaders, subject panel chairpersons and teachers each year, including “PECG – Theme-based Onsite Workshops”, in order to strengthen teachers’ assessment literacy and related professional capacity as well as to promote good school practices.

The **recommendations on optimising school assessment and assignment policies** stated in Chapter 5 “Assessments for Enhancement in Learning” and Chapter 6 “Meaningful Assignments” are extracted below. Schools should make reference to the recommendations and EDBC No. 18/2015 “Guidelines on Homework and Tests in Schools – No Drilling, Effective Learning” (<https://applications.edb.gov.hk/circular/upload/EDBC/EDBC15018E.pdf>) in tandem to review the existing school practices holistically, and **sustain the refinement of various recommended measures for optimising the assessment and assignment policies, including:-**

- ✧ Reviewing the frequency, scopes and time arrangement of tests, examinations and dictations of each level in a timely manner, exploring different modes of assessment to replace traditional written assessments, reducing the number of dictations, tests and examinations or cancelling term examinations for individual year levels, **particularly in the first school term of Primary One where diversified modes of assessment instead of tests and examinations should be adopted;**
- ✧ **Formulating a mechanism to coordinate** among subject panels the time arrangement of assessments, amount of assignments or date of submission for different year levels, lest students would face excessive assessments and assignments concurrently;
- ✧ **Avoiding arranging tests and examinations immediately after long holidays** in order to leave more space for students during the period;
- ✧ **Uploading the assessment and assignment policies onto the school webpage** for information of the public and stakeholders (including members of the School Management Committee/Incorporated Management Committee, parents and students), **collecting views of teachers, students and parents regularly (at least once per school**

year) for ongoing review and optimisation of the school assessment and assignment policies, and **formulating relevant support measures for students and parents in need;**

- ✧ Arranging the timetable flexibly according to the school context, with **a tutorial session provided in the afternoon as far as possible** for students to finish some of their homework under teachers' guidance, thereby catering for the diverse learning needs of students; and
- ✧ Making good use of the long holidays **and assigning appropriate self-learning tasks** (e.g. reading, physical activities, online learning, visits) in lieu of traditional written assignments and supplementary exercises, reducing assignments to **allow students some space to spend the holidays autonomously** for sufficient rest, development of personal interests and relaxation of the body and mind.

Under the spirit of school-based management, schools should formulate school-based policies with high transparency and accountability, and work hand in hand with key stakeholders in promoting school self-improvement. Schools should, therefore, maintain communication with parents on the assessment and assignment policies, review and optimise relevant arrangements in a timely manner. Schools should also make good use of learning time to create space for students, encouraging them to participate in physical activities regularly so as to attain the World Health Organisation's recommendation of accumulating at least an average of 60 minutes daily of moderate-to vigorous-intensity physical activities (MVPA60)¹ for balanced physical and psychological development. For relevant resources regarding the school-based assessment and assignment policies, such as PECG Video Series, featured articles and comics for parents, schools can refer to the designated webpage on PECG (www.edb.gov.hk/pecg).

¹ For details, please refer to EDBCM No.73/2024: One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools (<https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM24073E.pdf>).