

Education Bureau Circular No. 20/2024

**Personal, Social and Humanities Education Key Learning Area:
Citizenship, Economics and Society Curriculum Guide (Secondary 1-3)**

[Note: This circular should be read by-

- (a) Supervisors/Heads of all Government Schools, Aided Schools (including Special Schools), Caput Schools, Private Secondary Schools, and Secondary 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 *Citizenship, Economics and Society Curriculum Guide (Secondary 1-3) (2024) (the Guide)* prepared by the Curriculum Development Council (CDC) for use in schools starting from Secondary 1 in the 2024/25 school year.

Background

2. The Personal, Social and Humanities Education (PSHE) Key Learning Area (KLA) is one of the eight KLAs. 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”.

At the junior secondary level, the Citizenship, Economics and Society curriculum covers the essential learning contents of Strands 1, 5 and 6 while the Chinese History, History and Geography curricula cover those of Strands 2, 3 and 4. Through learning and teaching in the PSHE KLA, schools can nurture students in respect of knowledge, skills, and values and attitudes so as to lay a solid foundation for their studies at the senior secondary level.

3. To implement the latest directions of curriculum development of the Education Bureau (EDB), the CDC Committee on Personal, Social and Humanities Education under the CDC set up an Ad Hoc Committee earlier to kick start the development of the junior secondary Citizenship, Economics and Society curriculum. The directions of curriculum development which the Citizenship, Economics and Society curriculum encompasses include:

- * Highlighting the learning elements of values education in the curriculum;
- * Strengthening the learning elements of *Constitution* and *Basic Law* education and national education;
- * Strengthening the learning elements of national security education;
- * Strengthening the learning elements of financial education; and
- * Building on the foundation of primary education and strengthening the interface with senior secondary education to provide the necessary foundation knowledge and learning experience for learning at the senior secondary level.

4. The Ad Hoc Committee has all along made reference to views from the education sector collected by the EDB through multiple channels, including school visits, professional development programmes, forums and focus group interviews. After considerable deliberation, the Ad Hoc Committee submitted the *Citizenship, Economics and Society (Secondary 1-3) Curriculum Framework* to the CDC Committee on Personal, Social and Humanities Education and the CDC in mid-2022 and it was endorsed.

5. The EDB issued EDB Circular No. 12/2022 on 12 October 2022 to announce the *Citizenship, Economics and Society (Secondary 1-3) Curriculum Framework* and to extensively collect the views of all schools in Hong Kong through a school questionnaire survey. The EDB collected completed questionnaires from all public sector secondary schools (with a 100% return rate). The feedback from the school sector on the curriculum was positive. Schools generally agreed with the curriculum aims of the Citizenship, Economics and Society curriculum and the directions of curriculum development it encompasses, including strengthening values education, *Constitution* and *Basic Law* education and national education, and national security education.

6. The Ad Hoc Committee subsequently submitted the *Guide* to the CDC in February 2024, and it was endorsed by the CDC. The EDB proposed that the Citizenship, Economics and Society curriculum be fully implemented at Secondary 1 in all schools in Hong Kong in September 2024 to replace the Life and Society curriculum, which has been implemented for more than a decade.

Details

7. The Citizenship, Economics and Society curriculum is a junior secondary subject under the PSHE KLA. The overarching aim of the curriculum is to “Cultivate Values for Leaders of Tomorrow”. Through the study of different topics, the curriculum aims to promote students’ whole-person development; equip them with a broad perspective to understand the development of the world, our country and society; strengthen their understanding of our country and society; cultivate in them proper values including a sense of nationhood, a sense of national identity, awareness of national security, law-abidingness and a sense of responsibility; and develop them into good citizens who will make contributions to our country and society, thereby realising patriotic education.

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

- Chapter 1 “Introduction” emphasises that the overarching aim of the curriculum is “Cultivate Values for Leaders of Tomorrow”. It promotes students’ healthy physical and mental development, helps students understand our country and society, and understand and respect the roles and responsibilities of individuals in the society and our country, nurtures in students a sense of nationhood, a sense of national identity and affection for our country, enables students to become good citizens and leaders of tomorrow with both virtues and talents for our country and society, and epitomises the implementation of patriotic education;
- Chapter 2 “Curriculum Framework” emphasises that schools should follow the sequence of modules to deliver the curriculum at each level to enable students to learn in a progressive and spiral manner;
- Chapter 3 “Curriculum Planning” emphasises that schools should plan the implementation of this curriculum in accordance with the recommended progression of learning and teaching and in alignment with the key curriculum development focuses in the PSHE KLA;
- Chapter 4 “Learning and Teaching” emphasises the use of diversified learning and teaching strategies to increase students’ motivation, promote their participation and enhance their learning effectiveness, with a view to helping students build a solid foundation of knowledge and cultivate proper values, proactive attitudes and appropriate behaviour;
- Chapter 5 “Assessment” emphasises the use of different assessment methods to enable students to demonstrate their learning outcomes, the effective use of

assessment data to enhance students' learning effectiveness and teachers' teaching effectiveness, as well as the need for an appropriate amount of assignments, tests and examinations to avoid taking up a large portion of students' learning time and stifling their interest in learning; and

- Chapter 6 “Learning and Teaching Resources” emphasises the rigorous selection of learning and teaching resources and the effective use of learning and teaching resources to enhance student learning.

9. The *Guide* has been uploaded to the webpage of the Personal, Social and Humanities Education Section for schools and teachers' reference.

<https://www.edb.gov.hk/en/curriculum-development/kla/pshe/curriculum-documents.html>



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

- In the past two school years, the EDB has provided a total of more than 70 teacher training programmes attended by more than 8 000 teachers. The themes of these programmes include: “Curriculum Leadership and Planning”, “Curriculum Interpretation”, “Learning and Teaching Pedagogies”, and “Knowledge Enrichment”, with the aim of systematically enhancing teachers' capacity in curriculum leadership and planning, and their teaching effectiveness in the subject.
- Since July 2023, the EDB has organised teacher learning circle activities in collaboration with a local university for the 85 pilot schools which implemented the new curriculum in September 2023. The activities have facilitated professional exchanges among frontline teachers and supported the implementation of the new curriculum in the pilot schools.
- For learning and teaching resources, the EDB has completed 18 sets of different types of learning and teaching resources and uploaded them to the EDB webpage for use by schools. The EDB has also started a new round of production of 12 sets of learning and teaching resources to continuously optimise the learning and teaching of the new curriculum.

- For textbooks, the titles of the S1 textbooks vetted and accepted by the EDB were uploaded to the Recommended Textbook List in March 2024 for use by schools offering Citizenship, Economics and Society at Secondary 1 in September 2024. The EDB is now reviewing the textbooks for Secondary 2 and Secondary 3, and the titles of the vetted and accepted Secondary 2 and Secondary 3 textbooks will be uploaded to the Recommended Textbook List in early 2025.

To support the implementation of the *Guide*, the EDB will continue to provide support measures to schools, which include professional development programmes and learning and teaching resources. For details, please refer respectively to the Training Calendar and to the webpage of the Personal, Social and Humanities Education Section below:

<https://www.edb.gov.hk/en/curriculum-development/kla/pshe/references-and-resources/ces/index.html>

Enquiry

11. For enquiries, please contact Ms HO Wai-han Rachel (tel.: 2892 5865) of the Personal, Social and Humanities Education Section, Curriculum Development Institute, EDB.

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for Secretary for Education