

Education Bureau Circular Memorandum No. 154/2022

From : Secretary for Education
Ref. : EDB(CD/K&P)/PRI/150/1/3/(3)
Date : 8 September 2022

To : Supervisors and Heads of Primary Schools (excluding English Schools Foundation schools and international schools)

(Please circulate this circular memorandum to all members of the School Management Committee/Incorporated Management Committee, Parent-teacher Association and all teachers)

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

Summary

This circular memorandum announces the release of the **Primary Education Curriculum Guide (PECG) (Pilot Version) (2022)** prepared by the Curriculum Development Council (CDC) and published for use by schools. All heads and teachers of primary schools should read the said curriculum guide.

Background

2. As the Kindergarten Education Curriculum Guide (KGECEG) and the Secondary Education Curriculum Guide (SECEG) were updated in 2017, the CDC recognised the need to update the Basic Education Curriculum Guide — To Sustain, Deepen and Focus on Learning to Learn (Primary 1-6) (BECEG) (2014) accordingly. In view of the review report entitled “Optimise the curriculum for the future Foster whole-person development and diverse talents” of the Task Force on Review of School Curriculum (the Task Force) in September 2020, in which primary schools were recommended to accord higher priority to values education (including life education, national education and national security education), create space for whole-person development and strengthen STEAM¹ education, the Ad Hoc Committee on Primary Education Curriculum Guide (AHC) was then set up by the CDC in 2020 to start the task of updating the BECEG, in order to ensure that the content of the curriculum guide can meet the needs of students and social development, keep abreast of the times, enable schools to optimise student learning continuously and promote their physical and mental health as well as balanced development.

Details

Primary Education Curriculum Guide

3. The updated guide is named the Primary Education Curriculum Guide (PECG), which

¹ To act in concert with the policy initiative of the new term of government, the EDB has officially renamed STEM education as STEAM education.

aligns with the KGECG and the SECG. The AHC has made reference to school views collected regularly through various channels, such as school visits and professional development activities. The updating task follows the direction of “Sustain, Deepen, Focus on Learning to Learn” and adopts the theme “**Cultivate Values for Leaders of Tomorrow Create Space to Foster Whole-person Development**” (translated version). It is expected that all primary schools will continue to build on their progress and strengths accomplished over the years, deepen the outcomes of good practices, focus on the major directions and major renewed emphases, and sustain the momentum of “Learning to Learn 2+” in light of students’ learning progress. In consideration of the school vision and mission, contexts, students’ growth and learning needs, schools can make reference to the recommendations provided in different chapters of the PECG (including strategies and examples provided by various schools, and references of the resources prepared by the EDB) to enhance their whole-school curriculum planning, **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**.

4. Both the PECG (Pilot Version) and its abridged version have been uploaded to the EDB PECG webpage (<https://www.edb.gov.hk/pecg>) (Only the Traditional Chinese version is provided and the English version will be uploaded at a later stage). A series of related promotional videos will also be uploaded for schools’ reference in due course.



For Use by Schools for Whole-school Curriculum Planning

5. Some of the key references of the PECG (Pilot Version) are extracted as follows:

- ✧ The **Updated Seven Learning Goals** of Primary Education (Annex 1)
- ✧ The **Three Major Directions and Seven Major Renewed Emphases (MREs)** of the Ongoing Renewal of the Primary School Curriculum (Annex 2)
- ✧ **Good Use of Learning Time and Suggested Time Allocation** (Annex 3)

6. Schools should take account of their own contexts, developments in various curriculum areas, **and school priorities to incorporate the major renewed emphases into their school development plans.** Also, the PECG (Pilot Version) should be read in conjunction with the different latest guides prepared by the CDC.

Support Measures to Schools

7. The EDB will continue to organise for schools a range of professional development programmes and workshops on different areas, including Primary School Leaders’ Workshops, to support curriculum leadership and enhance professional capacity of teachers. To enable schools to better understand the content of the PECG (Pilot Version), **a briefing session will be organised on 27 September 2022. Schools may nominate representative(s) to attend the briefing session.**

For details and enrolment, please refer to Annex 4.

8. Curriculum development is an ongoing process. The PECG is **launched on a pilot basis** in the 2022/23 school year. Through various channels, such as meetings, school visits, questionnaire surveys, focus group interviews, seminars and workshops, we will seek to understand how the curriculum guide is being piloted, and collect school-based practices and reflections for further refinement of the curriculum guide.

Enquiry

9. For any enquiries, views and suggestions about the PECG (Pilot Version), please contact the Kindergarten and Primary Section of the EDB by phone on 2892 5871 or by email at kpps@edb.gov.hk.

Dr Gloria CHAN
for Secretary for Education

c.c. Heads of Sections – for information

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 mental 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 positive values and attitudes such as perseverance, respect for others, integrity and care for others, as well as thoughtful and sensible judgements and behaviours;
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 a balanced physical and mental development.

For details, please refer to 1.5 of Chapter 1 of the PECG (Pilot Version). The relevant webpage can be accessed by scanning the QR code in Para.4 of this circular memorandum.

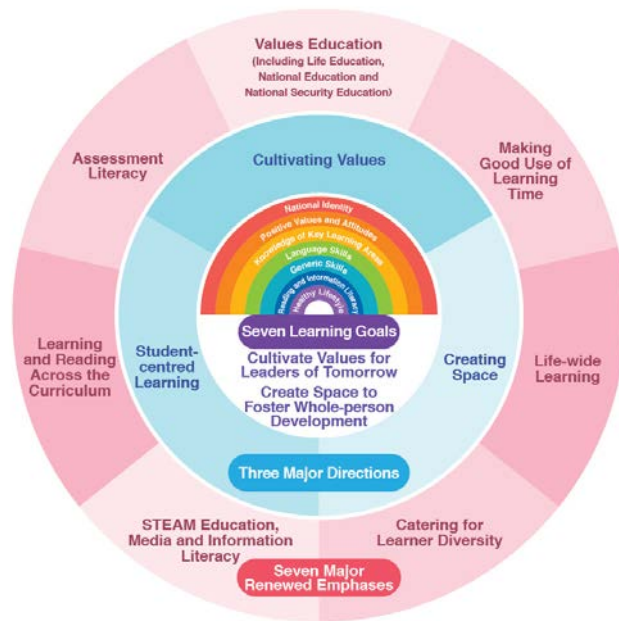
The Three Major Directions and Seven Major Renewed Emphases of the Ongoing Renewal of the Primary School Curriculum

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 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” as below and the “seven major renewed emphases”. The next stage of the ongoing renewal of the primary school curriculum can be summarised in terms of three major directions:

- **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-based curriculum with reference to the central curriculum framework, in order to help students achieve the updated seven learning goals.

- **Strengthening values education (including life education, national education and national security education)**
- **Making good use of learning time and creating space to promote a balanced physical and mental development**
- **Enriching life-wide learning experiences and promoting 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 for developing lifelong learning capabilities**
- **Enhancing assessment literacy for promoting learning and teaching effectiveness**



For details, please refer to 1.6-1.7 of Chapter 1 of the PECG (Pilot Version). The relevant webpage can be accessed by scanning the QR code in Para.4 of this circular memorandum.

Good Use of Learning Time and Suggested Time Allocation

Curriculum planning is no longer limited to classroom learning and lesson time. Schools should further optimise curriculum planning to encourage students to use their “learning time” effectively for diversified and meaningful learning activities. Not being a new concept, the “learning time” of students includes:

- ✧ **Lesson time** (time when students have lessons with teachers, but the venue is not limited to classroom);
- ✧ **School time other than lesson time** (recess, lunch, time after class, open days, examination days); and
- ✧ **Holidays** [While schools can teach students how to make good use of the holidays for self-directed learning, e.g. reading, participating in physical activities, online learning, visits (including local ones and those in the Mainland and overseas), they should also create space for students to utilise the break to recharge or develop personal interests of their own choice].

All students should be entitled to the following number of school days (excluding school holidays and teacher development days) and amount of lesson time (in terms of days and hours) per year as shown in Table 1. Schools should consider students’ development and learning needs when preparing the school calendar and timetable.

Table 1: School Days and Lesson Time of Whole-day Primary School

	P.1-P.3 (KS1)	P.4-P.6 (KS2)
Number of school days per school year for primary schools	190 days or 887 ² hours	
Lesson time per school year for primary schools ³	172 days or 792 hours	

The percentage of flexible lesson time has been **increased from 19% to 25% to increase the flexibility for whole-school curriculum planning and space for cross-curricular learning.** Schools are recommended to duly allocate lesson time of each KLA/subject as shown in Table 2 and make good use of the flexible lesson time to address and connect curriculum to the major renewed emphases. Schools may consider arranging flexible lesson time in different modes across levels according to the school context and needs.

² Based on averages over years

³ Examination time not included

Table 2 Time Allocation for Each KLA/Subject in Primary Schools

KLA/Subject		Percentage of Lesson Time Allocation (%)
Chinese Language Education		Not less than 23%
English Language Education		Not less than 16%
Mathematics Education		Not less than 11%
Science Education	General Studies for Primary Schools	Not less than 11%
Personal, Social and Humanities Education		
Technology Education		
Arts Education		Not less than 9%
Physical Education		Not less than 5%
Flexible lesson time*		Not more than 25%
Total lesson time over 6 years		4752 hours (792 hours × 6) (100%)

*Examples of suggested ways to use the flexible lesson time:

- Promoting diversified life-wide learning activities and strengthening the understanding of Chinese culture, the Constitution, the Basic Law education and national security education;
- Arranging talks/visits related to life planning education, media and information literacy and healthy school, etc.;
- Organising cross-disciplinary mainland exchange visits;
- Further promoting activities of cross-curricular learning/reading across the curriculum;
- Strengthening STEAM education.

Apart from the increased percentage of flexible lesson time and the recommendations for using flexible lesson time, various examples of flexible use of “learning time” and enhancing curriculum planning are provided in the PECG (Pilot Version) for schools’ reference. Please refer to 2.4.3 in Chapter 2 for details. Regarding how teachers can make flexible use of “learning time” to enrich students’ learning experiences, please refer to Chapter 7 of the PECG (Pilot Version). The relevant webpage can be accessed by scanning the QR code in Para.4 of this circular memorandum.

Briefing Session on Primary Education Curriculum Guide (Pilot Version)

A. Details

TCS Course ID:	CDI020230753
Date:	27 September 2022 (Tuesday)
Time:	2:30 p.m. – 5:00 p.m.
Venue / Mode:	Event AA: Tseung Kwan O Methodist Primary School (15 Tong Chun Street, Tseung Kwan O) Event AB – AN: Real-time online
Target Participants:	Heads, Deputy Heads, PSM(CD)s, Panel Heads and Teachers of Primary Schools
Max. no. of participants:	Event AA: 100 Event AB-AN: 4,000 in total
Closing date for application:	16 September 2022 (Friday)
Remarks:	<ol style="list-style-type: none"> 1. Nominations for the briefing session will be processed on a first-come first-served basis. <u>Walk-ins will not be entertained.</u> 2. Successful applicants will be notified through e-mail 3 working days before the briefing session. 3. Participants are required to complete a COVID-19 rapid antigen test (RAT) and obtain a negative test result before noon on the event day, and use the “LeaveHomeSafe” app and present the relevant scan record before entering the school for the briefing session. (Applicable to event AA) 4. The login information will be available in the notification email and participants should ensure the email address they provide is accurate. (Applicable to event AB – AN) 5. For enquiries, please contact Mr Angus WONG (Tel: 2892 5908) or Ms Yvonne SHEK (Tel: 2892 5478) of Kindergarten and Primary Section, CDI.

B. Enrolment Method

Please enrol through Training Calendar System (<https://tcs.edb.gov.hk>) and the Course ID is CDI020230753.

