

10 May 2024

Education Bureau Circular No. 10/2024

Optimisation of the Ethics and Religious Studies Curriculum and Release of the Ethics and Religious Studies Curriculum and Assessment Guide (Secondary 4-6) (2024)

[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 measures to optimise the senior secondary Ethics and Religious Studies (ERS) curriculum and the release of the Ethics and Religious Studies Curriculum and Assessment Guide (Secondary 4-6) (2024) (the Guide) for use in schools at Secondary 4 starting from the 2024/25 school year.

Background

2. The Education Bureau (EDB) announced the measures to optimise the four senior secondary core subjects in EDBCM No. 39/2021 “Measures to Optimise the Four Senior Secondary Core Subjects” following the recommendations made by the Task Force on Review of School Curriculum in the report “Optimise the curriculum for the future, Foster whole-person development and diverse talents” in order to create space for students and cater for learner diversity. In this connection, optimisation explorations were carried out consecutively in elective subjects.

3. The proposed measures for optimising the ERS curriculum were initiated by the CDC-HKEAA Committee on Ethics and Religious Studies. After a school sector views collection exercise through a questionnaire survey, the recommendations were endorsed by HKDSE Ethics & Religious Studies Subject Committee as well as the CDCC on Personal, Social and Humanities Education and accepted by the Curriculum Development Council. The optimisation measures aim to present the learning content in a more focus manner, to keep abreast of the times and to create space for students to promote their whole-person development. The Guide has also been updated to incorporate the optimisation measures.

Details

4. The optimisation measures of the ERS curriculum include the following:
- a. Content streamlining in Religious Traditions Modules:
 - Module 1: Buddhism: “Reasons behind the Collecting Buddhist Canon; The rise of various Mahayana schools (Prajnaparamita, Madhyamaka, Yogacara, Tathagatagarbha and Esoteric Buddhism); Development of Buddhism in South Asia, East Asia and Western Countries; Western Buddhism; Comparison of the Brahmanic and the Buddhist notions of karma; Three Marks of Existence; Practising the four immeasurable minds”; and
 - Module 2: Christianity: “History between the two Testaments; Palestine in the First Century A.D. (To show the situation of the people and their background); Jesus heals a blind man in Bethsaida; the Kingdom of God is come - the End of Days; A question about the Messiah; To show the work done by the church in Antioch”.
 - b. Learning of human rights concepts from one of the following specific perspective: “Children’s Rights / Women’s Rights / Rights of Freedom from Racial Discrimination”, and to include “relationship between human rights and development of history” and “the impacts of pluralism” into the study of the nature of rights.
 - c. Supplementation of “the changes and concerns brought by the rise of new media (including fake news, online public trials, and privacy)” into the part of Media Ethics in the current curriculum.

5. The updated Guide has been uploaded to the following webpage of the Personal, Social and Humanities Education Section for the reference of schools and teachers.

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



Enquiry

6. For enquiries, please contact Dr YIP Cheong-man of the Personal, Social and Humanities Education Section, Curriculum Development Institute, EDB at 2892 5475.

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