



“The Key Learning Area (KLA) of Personal, Social and Humanities Education (PSHE)”
Summary of Consultation Document

Personal, Social and Humanities Education

➤ *Position*

The PSHE KLA enables students to understand people as both individuals and groups in relation to time, space and the environment, as well as their place in the cultural and material world. It aims at helping students to maintain a healthy personal development as well as to nurture moral and social values through enquiry learning. It provides them with learning experiences which establish meaningful relationships between learning at school and the issues they may encounter concerning the development of the individual, human society and the environment.

➤ *Direction*

The PSHE KLA will move away from a content-focused curriculum to one that enhances students' learning skills and encourages the construction of knowledge through enquiry learning and the development of positive life values.

➤ *We hope that from now to 2005-06*

<i>Our students</i>	<i>Our teachers</i>
Primary 1 - Primary 3	
Please refer to the section on General Studies for Primary Schools	Please refer to the section on General Studies for Primary Schools
Primary 4 - Primary 6	
Please refer to the section on General Studies for Primary Schools	Please refer to the section on General Studies for Primary Schools
Secondary 1 - Secondary 3	
<ul style="list-style-type: none"> • will be able to ask meaningful questions, plan their own process of learning and search for their own answers 	<ul style="list-style-type: none"> • will move away from content/subject-based teaching and adopt the enquiry approach by encouraging students to ask questions and search for their own answers

<ul style="list-style-type: none"> • will have a healthy personal development and the ability to relate harmoniously with others • will have a deeper understanding of the history, culture, natural and human environments of China, and strengthen their national identity • will develop values of perseverance, responsibility and commitment, as well as a respect for others 	<ul style="list-style-type: none"> • will make project learning an entitlement of students every year and allow students to connect PSHE learning better with personal and social issues as well as with other KLAs • will collaborate better with other PSHE and/or KLA teachers for the development of common themes and the provision of learning opportunities outside the classroom
Secondary 4 and above	
<ul style="list-style-type: none"> • will broaden their knowledge base by studying at least one PSHE subject • will apply critical thinking skills in dealing with personal and social issues in different contexts • will develop a social and humanistic perspective for making sound judgments about issues concerning the local community, the nation and the world 	<ul style="list-style-type: none"> • will raise students' awareness of the need for a balanced curriculum and provide alternative choices of subjects, such as introducing the new Integrated Humanities curriculum • will create an open learning atmosphere and encourage self-directed learning for the development of critical thinking skills • will provide life-wide learning opportunities for the development of students' concern for the local community, the country and the world

➤ *Major Issues of Concern*

- The position of Chinese History in the PSHE KLA – Chinese history and culture will be the core elements of learning in the PSHE framework.
- The position of Humanities subjects – All existing Humanities subjects, such as Chinese History, History and Geography, will remain independent subjects at all levels of secondary schooling.
- Difficulties involved in curriculum integration – There are different modes of curriculum integration. Collaboration of and contributions by different subject teachers are required for the development of common themes and/or the planning of project learning to connect different subject areas.
- Curriculum continuity between junior and senior secondary levels – Different modes of curriculum planning should help students develop major concepts in the six strands, generic skills and values/attitudes to ensure curriculum continuity between the two levels.

➤ *KLA exemplars are available in the folder of Exemplars of Curriculum Development in Schools and the curriculum bank (<http://cd.ed.gov.hk>).*

One exemplar is from a school which allocates specific lessons to project learning. Through understanding the needs of the physically handicapped and carrying out a feasibility study in the local environment, students attempt to design facilities suitable for use by the handicapped. This mini-project links students' learning to a daily life issue, enhances students' creativity and develops an attitude of understanding and respect for others in society.

The Personal, Social and Humanities Education KLA Curriculum Guide will be published in 2002.