



中華人民共和國香港特別行政區政府總部教育局
Education Bureau
Government Secretariat, Government of the Hong Kong Special Administrative Region
The People's Republic of China

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28 February 2018

Ms Angel WONG
Clerk to Panel
Legislative Council Panel on Education
Legislative Council Complex
1 Legislative Council Road
Central, Hong Kong
(Fax Line: 3151 7052)

Dear Ms WONG,

Panel on Education
Follow up to the meeting on 2 February 2018

Thank you for your letter dated 6 February 2018. Please find our reply attached at the Annex for the captioned for your follow up.

Yours sincerely,

A handwritten signature in black ink, appearing to be 'PK Kwan', written over a vertical line.

(PK KWAN)
for Secretary for Education

Encl.

**Response from the Education Bureau to the Panel on Education
Regarding the Follow-up to the meeting on 2 February 2018**

(a)

In line with the age and developmental characteristics of young children, the Education Bureau (EDB) has incorporated the preliminary knowledge, values and attitudes of sex education under the objectives of moral development, physical development, affective and social development as well as related learning areas in the Kindergarten Education Curriculum Guide (2017). Teachers could develop real-life themes, such as “I have grown up”, for young children to learn about their own body, their uniqueness and physical limitations so that they can gradually develop awareness for self-protection, learn how to express their feelings and needs, as well as understand others’ emotions. Moreover, under the theme “People who help us”, young children could learn, through play, about their identities and roles in different social groups as well as how to seek help when necessary.

Learning and teaching resources on sex education for teachers’ use, such as the Sex Education Animation Resources featuring animations and exemplars on self-protection and prevention of sex abuse are available at the EDB website (<http://www.edb.gov.hk/en/curriculum-development/4-key-tasks/moral-civic/sea/sea.html>; animated version: http://www.edb.gov.hk/attachment/tc/curriculum-development/4-key-tasks/moral-civic/sea/SEA02_Chi_20151203.swf). In addition, the EDB, together with related government departments and professional bodies/organisations, will continue to co-organise professional development programmes on sex education to enhance sensitivity and capability of school personnel for early identification of children in need so as to help children’s healthy growth and development.

(b)

Sex education is an integral component of values education. In general, it is not an independent subject. Since the introduction of curriculum reform in 2001, the EDB has been advocating students' holistic learning experiences and encouraging schools to plan their curricula and other learning activities holistically to plan their curricula and other learning activities holistically and systematically for implementing values education (including sex education). Taking cultivation of students' positive values and attitudes as the direction, schools should co-ordinate the learning elements and learning activities in values education across different subjects for providing students with holistic learning experiences. Hence, the EDB does not maintain any statistics on the percentage of lesson time for sex education out of the total lesson time in schools.

At kindergarten level, as mentioned in part (a) above, kindergartens adopt an integrated curriculum approach rather than learning by subjects, let alone setting percentage of lesson time, for young children to learn the content of different learning areas through real-life themes. In the light of the age and needs of children, kindergartens may also impart preliminary knowledge about sex education issues to young children through storytelling. At primary and secondary school levels, learning elements related to sex education are included in the Key Learning Areas, subjects and respective curricula of moral and civic education and will be reviewed in a timely manner. Moreover, schools would implement values education through guidance activities, weekly assemblies, class teacher periods and extracurricular activities. Taking into consideration the EDB's latest curriculum guides and documents, their mission, school contexts and students' needs, schools should plan for a suitable school-based sex education curriculum professionally.