

Family Education in Schools

Purpose

This paper reports to Members the current position on the promotion of family education in schools.

Background

2. The Education Bureau (EDB) is committed to the whole-person development of students in Hong Kong. Promotion of knowledge, skills and values conducive to family education covering the elements of sex education, drug education, such as roles and responsibilities of family members, preparation for marriage and maintenance of harmonious family relationships etc are emphasized in the school curriculum as well as the related learning experiences outside classroom.

Promotion of Family Education under the School Curriculum

3. Family education is provided in both Moral and Civic Education (MCE), as well as Key Learning Areas (KLA) / subjects in the school curriculum at all stages of schooling. MCE is one of the 4 key tasks in the curriculum reform introduced since 2001. Schools are required to allocate curriculum time, in the range of 8% to 19%, to provide learning opportunities conducive to whole-person development of their students (including family education) in the basic education stages, i.e. Key Stage 1 (Primary 1-3), Key Stage 2 (Primary 4-6), Key Stage 3 (Secondary 1-3). Under the New Senior Secondary (NSS) curriculum, which will be implemented from 2009 onwards, schools are required to allocate 5% of their curriculum time to similar learning opportunities for students at Key Stage 4 (Secondary 4-6).

4. As schools have different traditions in the design of the school curriculum, MCE is implemented in a variety of forms, such as form teachers' periods, assemblies, religious and ethics lessons, MCE lessons, life education lessons, life-skill courses etc. To help schools understand the intertwining

nature of knowledge, skills and values, the MCE curriculum framework using a life event approach with family life as a core domain is provided for schools' curriculum planning.

5. Family life is an essential curricular theme in MCE. In the newly revised MCE curriculum framework promulgated in April 2008, the emphasis on family education is further strengthened by the inclusion of "Care for Others" as additional core value alongside with the other core values, including "Responsibility" and "Commitment". Specific learning expectations relevant to family education are spelt out for schools' reference and adoption, such as "Willing to share with Siblings" at KS1, "Share household chores, ready to take responsibilities as a family member" at KS2, "Be rational and sincere when discussing issues or expressing opinions to parents" at KS3 and "Bravely take up the responsibility to soothe or solve the family adversities" at KS4. Examples of life events relevant to family education are also provided in the MCE curriculum framework for schools' adoption. [Please refer to appendix 1 (Chinese version only) for details.]

6. Apart from MCE, elements of family education are also covered in the KLAs / subject curricula. Family education is designed in ways that match the development of students and the nature of knowledge domains. The related values are incorporated into relevant KLAs / subjects designed for various key stages of learning. It is provided in the subject General Studies, Chinese Language Education, and English Language Education KLAs at the primary level; Personal, Social and Humanities Education, Chinese Language Education, English Language Education, Technology Education, and Science Education KLAs, etc at the secondary level. In 2009, family values are also provided in the NSS core subject of Liberal Studies. [Please refer to appendix 2 (Chinese version only) for details.] Effort is also made to incorporate the use of family values as a means to analyze social issues, make personal judgment and decision in public assessment.

Promotion of Family Education via Other Learning Experiences

7. The teaching and learning of family education does not stop short at knowledge acquisition and learning activities at classroom level. Schools are also advised and encouraged to organize a wide range of related learning activities to develop the skills and values of family education that would complement curriculum learning in the classroom. This may take the form of, for example, organizing the students to provide community service for different social groups and organizations. These activities not only reinforce

students' classroom learning but also help them better understand the needs of other family members, the problems faced by families, and reflect on ways that one should cope with those problems and lead a healthy family life. It is hoped that these skills and values would be applied to their family life when they become adults.

Support for Schools

8. To support schools in implementing family education, EDB produces and updates learning and teaching resources relevant to family education. For example, a special web entitled "Caring Starts from the Family" (培養關愛，從家庭開始) was launched in April 2008. An annual school programme entitled "My Pledge To Act -- A Healthy Lifestyle starts with A Harmonious Family" (我的行動承諾 -- 健康生活從和諧家庭開始) was set for the theme for the 2007/08 school year to encourage schools to have systematic and sustainable planning for promoting positive values including family values.

9. Professional development seminars and training programmes are continuously organized every year to help empower school principals and teachers with the knowledge and skills to promote family education in schools. External experts like family educators, sex educators, social workers etc were often invited to provide training programmes for school principals and teachers. In preparing aspiring principals to take up principalship, training on the modes of home-school co-operation to enhance parental involvement in school education has also been provided. Some tertiary institutions also run courses on Home-School partnership as a means to encourage healthy parent-children relationship through appropriate activities involving home-school co-operation, like parental attitude and support to student learning.

Partnership with Community Organizations

10. EDB also works collaboratively with other government / non-government organizations (NGOs) such as the Department of Health (DH), Social Welfare Department (SWD), Family Planning Association of Hong Kong (FPA) etc to enhance overall capacity of the schools to implement family education, and to complement the effort of each other. EDB will also provide professional support and advice to these NGOs to enhance the effectiveness of their services to schools on those curriculum areas relating to family education. Examples of support programmes offered by NGOs and

EDB to schools include: -

- (i) the “PATHS to Adulthood” project initiated by CUHK, funded by the Hong Kong Jockey Club and supported by SWD and EDB. The project aims at enhancing the life skills and positive values’ development in junior secondary students. It is a very well received project;
- (ii) the HK Healthy School Award Scheme by the Centre of Health Education Health Promotion, Faculty of Medicine of the CUHK. Under the scheme, a series of themes, including those on family education are set for schools to organize school based health education programmes; and
- (iii) structured and comprehensive sex education courses for MCE teachers commissioned by EDB to the Family Planning Association of Hong Kong.

Support for Parents

11. Every year, parent activities and seminars are encouraged and organized through the platforms of the Parent-Teacher Associations (PTAs), Federations of PTAs and Committee on Home-School Cooperation (CHSC) to promote home-school cooperation. The objective is to help parents to understand the educational needs of students and their roles in students’ learning through home-school cooperation. EDB will continue to provide support in this aspect. Details of the progress of work of the CHSC have already been presented to the Family Council at its second meeting in March 2008 (Paper FC 9/2008).

12. With the launch of the Third Information Technology in Education Strategy later this year, \$5 million has been set aside to raise parents’ information literacy and assist them in guiding children to use IT for learning at home. This project aims at providing parents with the knowledge of the risk their children are exposed to when they learn without appropriate parental guidance through the Internet at home. It is hoped that a safe e-learning environment can be created for the students at home, which is conducive for the students’ healthy development. Other government departments/bureaux, the Hong Kong Education City and NGOs will cooperate with EDB and liaise on the publicity arrangement. The plan is expected to be finalized in early 2009.

Evaluation and Monitoring

13. EDB conducts regular review to monitor and evaluate implementation of the curriculum reform in basic education, including the promotion of MCE, in schools. The findings reveal that the reform has strengthened the cultivation of students' positive values and attitudes, their commitment to family in particular.

14. As schools have different traditions and practices in the implementation of MCE, an auditing tool is being developed to help ensure comprehensive coverage of the essential elements, i.e. skills, values and knowledge are provided by schools to their students. This auditing tool is expected to be distributed to schools in early 2009.

15. Cultivation of values and attitudes in students could be reflected and evaluated through the Assessment Program for Affective and Social Outcomes (APASO)¹. Together with school self-evaluation, schools could identify the values and generic competencies of their students to provide feedback for their planning and implementation of MCE. EDB conducts focus inspections to monitor the effectiveness of MCE in schools and advices for improvement are provided.

Way Forward

16. Looking ahead, EDB will continue to promote family education through the school curriculum and other learning experiences. EDB will also keep abreast of the social development and provide schools with appropriate learning and teaching resources. Professional development for school principals and teachers will emphasize more on comprehensive coverage of essential elements for family education and role of curriculum leaders in the provision of a holistic curriculum to promote whole-person development of students. EDB will also continue to foster stronger partnership with community organizations, universities etc to provide support programmes for the school principals, teachers, students and parents.

¹ APASO is a computerized tool developed by the EDB for schools to evaluate the affective and social outcomes of their students, including MCE-related attributes such as self-concept, interpersonal relationships, values, etc. Details about the tool can be found on the website at <http://apaso.edb.gov.hk/chi/default.htm>.

17. EDB will continue to support and monitor the implementation of the curriculum at school level. The APASO will also be enhanced to support schools' regular review for improvement in programmes and services for student development.

Advice Sought

18. Members are invited to note the content of this paper.

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德育及公民教育於家庭生活範疇
所建議的學習期望、價值觀和態度及生活事件舉隅

1. 第一學習階段(小一至小三)

(a) 生活範疇：家庭生活

(b) 主要學習期望：

- 關心和愛護家庭成員
- 樂於與兄弟姊妹分享物品
- 以關懷和體諒的態度，消解與家庭成員的衝突
- 當家庭面對挑戰，懂得表達關心和支持

(c) 價值觀和態度及生活事件舉隅：

核心/延伸/特殊事件	生活事件舉隅	價值觀及態度
<ul style="list-style-type: none"> ● 愛惜家人 (如向家人表達關愛、分擔家務) ● 參與家庭活動 (如生日會、旅行、與家人除外用膳) ● 面對家庭轉變 (如遷新居、家庭新成員的加入、父母離異、家人患病/死亡、家人失業) ● 與家人和洽相處 (如與長輩、家庭傭工的相處) ● 家庭暴力 ● 親子活動 	● 爸媽 謝謝您！	● 感謝、關愛、和諧
	● 家和萬事興！(處理家庭糾紛)	● 和諧、包容、體諒
	● 爸/媽和我分享內地工作情況	● 關愛、體諒
	● 新春大吉——到祖父母家拜年	● 欣賞中國文化、關愛、尊重
	● 玩具樂分享	● 關愛、包容、和諧
	● 親親「悅」讀	● 關愛、和諧、樂於學習
	● 我是家務小幫手！	● 自理、承擔、關愛
	● 家庭會議：周末好去處	● 尊重、和諧、關愛
	● 家傭姐姐 謝謝妳！	● 體諒、尊重
	● 我家添了新成員！	● 承擔、責任感、尊重生命
	● 開開心心搬家去！	● 樂於面對轉變、責任感
	● 爸媽分手了！	● 積極面對逆境、體諒、包容
● 清明掃墓顯孝思	● 慎終追遠、文化承傳	

2. 第二學習階段(小四至小六)

(a) 生活範疇：家庭生活

(b) 主要學習期望：

- 主動關心家庭成員的感受和需要
- 以尊重的態度，向父母表達意願和提出要求
- 分擔家務，樂於承擔家庭一份子的責任
- 常常與家人分享生活的經歷和體會

(c) 價值觀和態度及生活事件舉隅：

核心/延伸/特殊事件	生活事件舉隅	價值觀及態度
<ul style="list-style-type: none"> • 愛惜家人 (如向家人表達關愛、分擔家務、指導弟妹做功課) • 與家人和洽相處 (如與祖父母或家中其他年長成員相處、家庭傭工相處) • 參與家庭活動 (如與家人出外用膳) • 面對家庭轉變 (如遷新居、家庭新成員的加入、父母離異、家人患病/死亡、家人失業) • 家庭暴力 • 親子活動 	• 我和家人到超級市場購物	• 理性、關愛、責任感
	• 分擔家務我有責！	• 自理、承擔、責任感
	• 祝爸/媽福如東海！	• 關愛、和諧
	• 爸媽：我想…… (向爸媽提出請求)	• 理性、尊重、開放
	• 小老師——教導弟妹做功課	• 關愛、責任感、承擔
	• 小護士——照顧患病的家人	• 承擔、責任感、關愛
	• 爸媽帶我回鄉探親	• 國民身份認同、尊重、關懷
	• 我也有個快樂的家庭！	• 樂觀、體諒、承擔
	• 一家團聚！——媽媽從內地移居到香港	• 樂於面對轉變、承擔、包容

3. 第三學習階段(中一至中三)

(a) 生活範疇：家庭生活

(b) 主要學習期望：

- 當遇上困難和挫折，會尋求家人的意見
- 以理性和誠懇的態度，與父母討論問題和表達意見
- 能以堅毅樂觀的態度，面對家庭出現的轉變或逆境
- 常存孝道，慎終追遠

(c) 價值觀和態度及生活事件舉隅：

核心/延伸/特殊事件	生活事件舉隅	價值觀及態度
<ul style="list-style-type: none"> • 愛惜家人 (如向家人表達關愛、分擔家務、指導弟妹做功課) • 與家人和洽相處 (如與長輩、家庭傭工的相處) • 面對家庭轉變 (如遷新居、父母離異、家人患病/死亡、家人失業) • 向父母爭取自主權 • 家庭暴力 • 親子活動 	• 爭取自主事件簿	• 理性、獨立、尊重
	• 爸爸媽媽分開了	• 獨立、尊重、樂觀
	• 家人失業了	• 樂觀、積極、克服困難
	• 與家人參與義工服務	• 關愛、服務精神
	• 與家人討論選科的問題	• 開放、尊重、理性
	• 打開話匣子 (與家人閒談生活點滴)	• 信任、分享、關愛
	• 人人都有 SAY (舉行家庭會議)	• 尊重、理性、團結一致
	• 家家有本難唸的經	• 尊重、理性、和諧
	• 我愛新家庭！——重組家庭的建立	• 積極面對逆境、體諒、包容
	• 放下拳頭 擁抱溫柔	• 關愛、積極面對逆境

4. 第四學習階段(中四至中六)

(a) 生活範疇：家庭生活

(b) 主要學習期望：

- 積極維繫家庭成員良好的關係
- 耐心聆聽父母的心聲和教誨，不會獨斷獨行
- 當家庭面對逆境，勇於承擔舒緩和解決問題的責任
- 重視家庭觀念，尊重婚姻制度

(c) 價值觀和態度及生活事件舉隅：

核心事件建議	生活事件舉隅	價值觀及態度
<ul style="list-style-type: none"> • 尊重及照顧祖父母或家中其他年長成員 • 為弟/妹樹立榜樣 • 向父母爭取自主權 • 締造和諧的家庭關係（如為父母分憂、排解弟妹糾紛） • 面對家庭轉變（如父母離異/家人患病/死亡/失業） 	• 沒有零用錢的日子（家人工作的店鋪忽然倒閉）	• 承擔、責任感、自律
	• 擔任弟妹的「老師」	• 承擔、責任感、關愛
	• 我最大（調停弟妹爭玩電腦的衝突）	• 關愛、責任感、尊重
	• 愛錫「家中寶」（照顧家中長者）	• 關愛、責任感、尊重
	• 講講理（開放的溝通）	• 理性、尊重、關愛
	• 囉唆？生疏？你點 SOLVE？	• 尊重、關愛、和諧
	• 爸/媽，你還好嗎？	• 獨立、堅毅、樂觀
	• 在家千日好	• 關愛、體諒、信任
	• 有親自鄉間來	• 關愛、真誠
	• 回鄉祭祖	• 國民身份認同、責任感、慎終追遠

各學習領域及科目
有關家庭教育的學習內容、價值觀及態度

1. 第一學習階段(小一至小三)

(a) 中國語文教育

相關課題	價值觀及態度
<ul style="list-style-type: none"> • 從單元《以禮待人》中，閱讀《互相幫助的鄰居》，學習尊重別人和寬大包容 • 從兒童文學單元《泛愛》中，閱讀《家》、《問路》等詩歌，培養親愛家人、關懷他人的品德 	<ul style="list-style-type: none"> • 尊重別人：尊重對方權利、感受 • 寬大包容：接納多元觀點、容忍不同意見、體諒寬恕 • 關懷顧念：尊敬長輩、友愛同儕、愛護幼小

(b) 英國語文教育

Topics	Values and Attitudes
<ul style="list-style-type: none"> • Me, My Family and Friends (e.g. Me and My Family; This is My Home) 	<ul style="list-style-type: none"> • Cooperative • Kindness • Love • Sense of belonging • Appreciative • With a desire to learn • With respect for others

(c) 數學教育

相關課題	價值觀及態度
我舉行生日會 <ul style="list-style-type: none"> • 1S3 平面圖形 	<ul style="list-style-type: none"> • 設計不同形狀的邀請卡、感謝卡邀請和感謝朋友出席生日會。

(d) 藝術教育

相關課題	價值觀及態度
<ul style="list-style-type: none"> • 以「我的家」為題，繪畫家庭生活，以反映學生和家人的關係 • 以「生日會」為題繪畫，以表現家人為自己的成長而喜悅 	<ul style="list-style-type: none"> • 家庭和諧、包容、體諒、關懷、責任感

(e) 體育

相關課題	價值觀及態度
課堂及聯課活動 <ul style="list-style-type: none"> • 我會把體育課評估結果向家長匯報 • 我參與不同聯課活動，並會讓家人協助評估我有否經常參與體育活動 	<ul style="list-style-type: none"> • 溝通、責任感、關愛、家庭和諧

(f) 常識科

相關課題	價值觀及態度
<ul style="list-style-type: none"> • 溫暖的家－我做得到 (小一) • 我的家人 (小一) • 家居環境 (小一) 	<ul style="list-style-type: none"> • 自理能力 • 關愛、包容、體諒、家庭和諧 • 責任感、感謝

2. 第二學習階段(小四至小六)

(a) 中國語文教育

相關課題	價值觀及態度
<ul style="list-style-type: none"> 從單元《巧筆輕描》中，學習單位「天倫樂」及「有容乃大」，培養關愛家人的美德 	<ul style="list-style-type: none"> 關懷顧念：尊敬長輩、友愛同儕、愛護幼小

(b) 英國語文教育

Topics	Values and Attitudes
<ul style="list-style-type: none"> Changes (e.g. Growing up) 	<ul style="list-style-type: none"> Culture and civilisation heritage Kindness Love Rationality Sense of belonging Caring Cooperative Respect for others Responsible Tolerance
<ul style="list-style-type: none"> Happy Days (e.g. Festivals) 	

(c) 數學教育

相關課題	價值觀及態度
和爸爸慶祝父親節 <ul style="list-style-type: none"> 4S3 對稱 4S-E1 密鋪 	<ul style="list-style-type: none"> 設計賀卡送給爸爸，關心和愛護家人。

(d) 藝術教育

相關課題	價值觀及態度
<ul style="list-style-type: none"> 創作一首勵志的歌曲，送給患病的家人，使他們身心保持舒暢 	<ul style="list-style-type: none"> 家庭和諧、關愛、合作、承擔、責任感、守望相助

(e) 體育

相關課題	價值觀及態度
課堂及聯課活動 <ol style="list-style-type: none"> 學習日誌/學習歷程檔案 <ul style="list-style-type: none"> 家長協助或帶領子女進行練習，令學生過著健康、積極及活躍的生活方式 體育活動或比賽 <ul style="list-style-type: none"> 家長鼓勵及欣賞我在不同體育活動或比賽的表現 	<ul style="list-style-type: none"> 參與、溝通、承擔、責任感、關愛、家庭和諧、欣賞

(f) 常識科

相關課題	價值觀及態度
<ul style="list-style-type: none"> 生命的接棒(小五) 電的故事(小五) 平安是福 (小六) 	<ul style="list-style-type: none"> 關愛、尊重、家庭和諧 合作、承擔、責任感 守望相助

3. 第三學習階段(中一至中三)

(a) 中國語文教育

相關課題	價值觀及態度
<ul style="list-style-type: none"> 從篇章如《陋室銘》、《塞翁失馬》等，學習曠達坦蕩，了解客觀限制，知所調處挫折失敗 從篇章如《背影》、《外婆和鞋》、《紀念敬愛的母親》、《媽媽的手》等，學習知恩感戴、關懷顧念 從寫作雙周記，記述家庭生活中的瑣事，學習從小事感受家人對自己的關愛 從作文「一個我最感激的人」，學習知恩感戴，知所回饋 從篇章如詩歌《清明》等，學習「慎終追遠」的傳統美德；從小組討論活動，反思清明掃墓的現代意義 	<ul style="list-style-type: none"> 曠達坦蕩：了解客觀限制，知所調處挫折失敗 知恩感戴：知所回饋 關懷顧念：尊敬長輩、友愛同儕、愛護幼小 認識、反思、認同中華文化

(b) 英國語文教育

Topics	Values and Attitudes
<ul style="list-style-type: none"> Getting along with Others (e.g. Sharing, Co-operation, Rivalry) 	<ul style="list-style-type: none"> Rationality Inter-dependence Love Trust Tolerance Mutuality Optimistic Caring Responsible Sense of belonging Participatory Positive Cooperative With a desire to learn Adaptable to changes With respect for others, different ways of life, beliefs and opinions
<ul style="list-style-type: none"> Rights and Responsibilities (e.g. At Home) 	
<ul style="list-style-type: none"> Study, School Life and Work (e.g. Study and Related Pleasure/Problems) 	

(c) 數學教育

相關課題	價值觀及態度
<ul style="list-style-type: none"> 幾何簡介（中一） 量度方面的估計（中一） 面積和體積（中一） 畢氏定理（中二） 	<ul style="list-style-type: none"> 適應轉變，理性分析

(d) 個人、社會及人民教育

相關課題	價值觀及態度
（社會教育科） <ul style="list-style-type: none"> 與父母的關係（中一） 	<ul style="list-style-type: none"> 個人獨特性、尊重、理性、溝通、關愛、責任感
（社會教育科） <ul style="list-style-type: none"> 與其他家庭成員的關係（中一） 	<ul style="list-style-type: none"> 個人獨特性、尊重、理性、溝通、關愛、責任感
（社會教育科） <ul style="list-style-type: none"> 建立一個愉快的家庭（中一） 	<ul style="list-style-type: none"> 個人獨特性、尊重、理性、溝通、關愛、責任感、積極、克服困難、家庭和諧

(社會教育科) • 婚姻的意義 (中三)	• 尊重、理性、溝通、關愛、責任感
(社會教育科) • 建立家庭 (中三)	• 家庭凝聚力、善於應變、積極、克服困難
(社會教育科) • 為人父母 (中三)	• 關愛、責任感、善於應變、尊重、理性、溝通、積極、克服困難
(社會教育科) • 單親家庭 (中三)	• 堅毅、樂觀、積極、克服困難、善於應變、關愛、責任感
(中國歷史科) • 認識中國祭天祀祖傳統 (中三)	• 慎終追遠、國民身份認同、責任感

(e) 科學教育

相關課題	價值觀及態度
科學科 (中一至中三) 中一: 細胞與人類的繁殖 - • 認識到為人父母的責任	• 積極、尊重他人、自尊、自愛、自重、責任感、承擔

(f) 科技教育

相關課題	價值觀及態度
[科技教育-家政科] • 家庭關係 • 家庭成員的角色 • 促進家庭的和諧	• 尊重別人、欣賞、溝通、關愛、責任感、理性、信任、合作、互相依賴、家庭和諧

(g) 藝術教育

相關課題	價值觀及態度
• 以「喜愛回家」為題創作短曲，歌頌母愛 • 以「相愛之家」為題設計反家庭暴力海報 • 欣賞有關個人奮鬥的電影，並討論如何在困難中面對逆境	• 自律、責任感、樂觀、堅毅、尊重、理性、溝通、關愛、家庭和諧、積極

(h) 體育

相關課題	價值觀及態度
課堂及聯課活動 • 家長鼓勵我參與不同的體育活動 • 家長欣賞我在不同體育活動中的表現 • 家長與我一起欣賞不同項目的比賽 • 我會與家人分享如何運用訓練原則(FITT)來決定運動的效果	• 溝通、關愛、家庭和諧

4. 第四學習階段(中四至中六)

(a) 中國語文教育

相關課題	價值觀及態度
<ul style="list-style-type: none"> • 從單元《親情》中《陳情表》、《給母親梳頭髮》等作品，培養關懷顧念、知恩感戴之情意 • 從單元《蘇軾》中《水調歌頭》、《和子由澠池懷舊》等作品，培養關懷顧念、友愛兄弟之情意 	<ul style="list-style-type: none"> • 知恩感戴：知所回饋 • 關懷顧念：尊敬長輩、友愛同儕、愛護幼小

(b) 英國語文教育

Topics	Values and Attitudes
<ul style="list-style-type: none"> • Getting along with Others (e.g. Sharing, Co-operation, Rivalry) 	<ul style="list-style-type: none"> • Inter-dependence • Love • Trust • Tolerance • Mutuality • Independence • Respect for others • Optimistic • Caring • Responsible

(c) 數學教育

(d) 個人、社會及人民教育

相關課題	價值觀及態度
(社會教育科) <ul style="list-style-type: none"> • 家庭的功能 (中四至中五) 	<ul style="list-style-type: none"> • 尊重、理性、溝通、關愛、責任感、道德規範
(社會教育科) <ul style="list-style-type: none"> • 組織家庭 (中四至中五) 	<ul style="list-style-type: none"> • 個人獨特性、尊重、理性、溝通、關愛、責任感、積極、克服困難、家庭和諧
(社會教育科) <ul style="list-style-type: none"> • 家庭成員的關係和角色 (中四至中五) 	<ul style="list-style-type: none"> • 個人獨特性、尊重、理性、溝通、關愛、責任感、歸屬感
(社會教育科) <ul style="list-style-type: none"> • 家庭問題及其處理方法 (中四至中五) 	<ul style="list-style-type: none"> • 堅毅、樂觀、積極、克服困難、善於應變、關愛、責任感
(倫理及宗教科) <ul style="list-style-type: none"> • 愛、性及婚姻 (高級補充程度) 	<ul style="list-style-type: none"> • 家庭和諧、互相依賴、尊重他人、理性、溝通、關愛、承擔精神、平等、避免角色定型
(倫理與宗教科) <ul style="list-style-type: none"> • 性、伴侶關係與家庭 (中四至中六) 	<ul style="list-style-type: none"> • 家庭和諧、互相依賴、尊重他人、理性、溝通、關愛、承擔精神、平等、避免角色定型、沒有歧視

(e) 科學教育

相關課題	價值觀及態度
綜合科學 (中四至中六) 中五: 電的啓迪 - <ul style="list-style-type: none"> • 家居用電 	<ul style="list-style-type: none"> • 安全的家居生活、保持家居衛生、承擔、責任感

(f) 科技教育

相關課題	價值觀及態度
[科技教育-家政科] <ul style="list-style-type: none">計畫為人父母生兒育女前的準備父母的角色及職分照顧新生嬰兒	<ul style="list-style-type: none">尊重生命、承擔、責任感、關愛、真誠、互相依賴、溝通、樂觀、堅毅
[科技教育-新高中健康管理與社會關懷科] <ul style="list-style-type: none">家庭在人生不同階段的轉變正面回應家庭生活事件問題家庭的轉變及其影響	<ul style="list-style-type: none">尊重生命、尊重別人、獨立、積極、有信心、堅毅、樂觀、承擔、責任感、關愛

(g) 藝術教育

相關課題	價值觀及態度
<ul style="list-style-type: none">以「母親/父親的面容」為題進行攝影，表達個人對母親/父親的體諒/感受/關心	<ul style="list-style-type: none">關愛、溝通、責任感、尊重

(h) 體育

相關課題	價值觀及態度
課堂及聯課活動 <ul style="list-style-type: none">家人欣賞我在體育活動的表現與家人一起參與體育活動與家人一起觀賞運動賽事維繫凝聚力，達至家庭和諧	<ul style="list-style-type: none">溝通、分享、關愛、家庭和諧

(i) 通識教育(新高中)

相關課題	價值觀及態度
人際關係： <ul style="list-style-type: none">在不同的關係中，青少年如何建立身份和理解角色？為甚麼青少年與家人的關係會有轉變？香港青少年怎樣反省人際間的衝突和與人建立關係？	<ul style="list-style-type: none">合作、誠信、自我反省、尊重自己、尊重別人、責任感、互相依賴