

For discussion on
28 October 2005

Sexual Minorities Forum

Information paper on the Promotion of Sex Education in Schools

Background Information

1. It has been the policy of the Education and Manpower Bureau (EMB) to integrate various aspects of sex education into relevant school subjects rather than to treat it as a separate subject in the already loaded school curriculum. This cross-curricular approach, to be supplemented by topic-related extra-curricular activities, was endorsed by the Board of Education and the Curriculum Development Committee in 1984 and subsequently supported by school principals at a seminar on the topic held in June 1985.
2. To encourage schools to promote sex education, the Curriculum Development Committee compiled and issued to all secondary schools the *Guidelines on Sex Education in Secondary Schools* in 1986. The *Guidelines* introduces approaches to sex education in schools and provides practical advice on ways and means of implementing sex education programmes for secondary school students.
3. The *Guidelines on Sex Education in Secondary Schools* was reviewed in 1996 and the new *Guidelines of Sex Education in Schools* was compiled and issued in December 1997. It covers pre-primary to senior secondary levels, and emphasis is placed on the concerted effort of different parties in the implementation of sex education in schools. Sex education is no longer restricted to a narrow concept of facts, attitudes and skills related to reproductive physiology, marriage and family. Sex education also embraces education on the understanding of oneself, the relationship with others and the inculcation of human values. The key elements of the *Guidelines* are listed in *Appendix 1*.

Present Situation

Curriculum Development

4. In 2001, under the Curriculum Reform, emphasis is put on the cultivation of positive values and attitudes in students through moral and civic education (MCE) which embraces those values related curricula, including sex education, environmental education, drug education, life education etc. “Five Priority Values” namely perseverance, respect for others, responsibility, national identity and commitment which are seen as essential to students’ personal and social development are identified for promotion. Among the five priority values, “Respect for Others” and “Responsibility” are highly relevant to the promotion of sex education in schools which form a solid foundation for students to have positive self concept and self-esteem in their dealings with people, and about one’s gender identity and roles. The development of positive values and responsible behaviour is conducive to students in discerning controversial issues relating to sex education as well.

5. Sex education elements and controversial issues are integrated in most of the key learning areas under subjects such as General Studies at primary level, Liberal Studies, Social Studies, Ethics and Religious Studies, Science, Biology, Human Biology and Home Economics at secondary level. In the new curriculum framework, elements of sex education have been included in subject such as Liberal Studies, Integrated Humanities under Personal, Social and Humanities Education Key Learning Area in the strand of Personal and Social Development (***Appendix 2***). For MCE, the discussion of topics and issues relating to sex education is promoted through students’ life experiences under six themes namely (a) Personal development and healthy living (b) Family life (c) School life (d) Social life (e) Life in the community and (f) Life at work.

Teacher Training

6. To support schools in promoting sex education, teachers are provided with opportunities through professional development programmes on various issues related to sex education to enhance their understanding of these cross-curricular themes and competency in implementing sex education.
7. The EMB has been organizing seminars, workshops and courses for teachers of primary and secondary schools. Academics, medical practitioners and experienced workers of the field are invited in delivering professional development programmes for teachers. The EMB also commissions relevant professional organizations such as the Family Planning Association of Hong Kong to run courses on sex education. In the 2003-2005 school year about 1000 teachers attended these programmes and details are at *Appendix 3*.

Resource Support

8. To support the implementation of sex education in schools, the EMB makes continuous efforts to provide relevant learning and teaching resources such as teaching kits and web-based resources. Relevant educational teaching packages covering themes on sexual abuse, AIDS, sexual orientation are produced for school reference.
9. The EMB had launched a new Sex Education Website (<http://www.emb.gov.hk/cd/mce/sed>) in April 2005, providing teachers with learning and teaching resources on controversial issues relating to sex education, such as teenage pregnancy, sexual abuse, sexual orientation, AIDS and pornography.

Partnership Building

10. Concerted effort has been made by the EMB with different government departments, such as the Department of Health, The Radio Television Hong Kong, Hong Kong Police Force and Social Welfare Department as well as non-government departments, such

as the Family Planning Association of Hong Kong, the Caritas, the YWCA, the Boys' and Girls' Clubs Association etc to promote sex education in schools.

Way Forward (2005-2006)

11. The EMB will continue to strengthen the provision of teachers professional development programmes to enhance their competency in promoting sex education including 10-hours intensive training courses for teachers (*Appendix 4*). Updated web-based materials will be produced and uploaded on the EMB's web page to keep teachers abreast of the new developments in sex education

Curriculum Development Institute
Education and Manpower Bureau
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**Key elements of sex education in the “Guidelines on Sex Education in Schools”
(1997)**

1. Human development
 - ✧ Human sexuality
 - ✧ Reproductive system and physiology
 - ✧ Puberty
 - ✧ Self-image and self-concept
 - ✧ Sex identity and orientation
 - ✧ Emotions.
2. Health and behaviour
 - ✧ Handling of sexual drives
 - ✧ Bodily privacy
 - ✧ Sexual habits and behaviour
 - ✧ Sexually transmitted diseases
 - ✧ Contraception
 - ✧ Unwanted pregnancies
 - ✧ Personal body care.
3. Interpersonal relationships
 - ✧ Basic values
 - ✧ Personal skills
 - ✧ Friendship, dating
 - ✧ Love and infatuation
 - ✧ Sexual harassment, abuse and violence
 - ✧ Incest.
4. Marriage and family
 - ✧ The meaning of the family
 - ✧ Interdependence of family members and relationships between the generations
 - ✧ Family conflicts and their resolution
 - ✧ Changing patterns within the family
 - ✧ Coping with changes in the family
 - ✧ Factors to consider in starting a family
 - ✧ Marriage and lifetime commitments
 - ✧ Parenting.
5. Society and culture
 - ✧ Societal and cultural influences on sex
 - ✧ Gender roles
 - ✧ Sex and the mass media
 - ✧ Sex and the law
 - ✧ Sex, morality and ethics

《學校性教育指引》(1997) 中性教育主要元素

1. 人的成長
 - 人類的性
 - 生殖系統和生理
 - 青春期
 - 自我形象和自我觀念
 - 性身分和性取向
 - 情緒反應
2. 健康與行為
 - 處理性衝動
 - 身體私隱
 - 性習慣和行為
 - 經性接觸傳染的疾病
 - 避孕
 - 意外懷孕
 - 身體護理
3. 人際關係
 - 基本價值觀
 - 處世技巧
 - 友誼、約會
 - 戀愛與迷戀
 - 性騷擾、性侵犯和性暴力
 - 亂倫
4. 婚姻與家庭
 - 家庭的意義
 - 家人互相倚賴和不同輩份的家人之間的關係
 - 家庭糾紛和解決方法
 - 家庭模式的轉變
 - 處理家庭的轉變
 - 組織家庭時所要考慮的因素
 - 婚姻和終生承諾
 - 為人父母
5. 社會與文化
 - 社會及文化對性的影響
 - 兩性角色
 - 性與傳媒
 - 性與法律
 - 性與道德和倫理

(I) Subject: General Studies [Source: General Studies for Primary School Curriculum Guide 2002]

Strand /module	Level Primary 1-3	Primary 4-6
<p>Strand 1: Health and living</p> <p>This strand aims at arousing students' awareness of their growth and development, as well as helping them to develop a healthy lifestyle.</p>	<ul style="list-style-type: none"> ● The different stages of human growth and development ● The changes that occur when one grows ● Similarities and differences between boys and girls ● Uniqueness of an individual (physique, likes and dislikes, aptitudes and abilities, thoughts and feelings) ● Simple personal and environmental hygiene practices ● Functions of different parts of the body as a basis for body care ● Ways of protecting the body, including the private parts of the body ● Simple safety procedures in daily situations ● Ways of seeking help when faced with problems ● The need to express feelings and emotions and the influence of this on oneself and others ● Decision-making in simple dilemma situations ● Managing oneself in daily life situations, e.g. getting dressed, keeping proper posture, eye protection, exercise and rest 	<ul style="list-style-type: none"> ● Physical, psychological and social changes during puberty ● The differences between individuals in growth and development during puberty ● Functions of major organs and systems of the body ● Gender roles and relationships ● Sexual feelings and reactions, and ways to deal with them ● The importance of a healthy lifestyle, including nutrition and balanced diet to personal development ● Emotions and ways to express them ● Dealing with stress and frustration (e.g. peer pressure, harassment, schoolwork) ● Enhancing relationships and assertiveness skills ● People and agencies that can assist with injury prevention, emergency situations and violence prevention ● Minimizing risks in daily life situations (e.g. safety, health, relationships, substances abuse)

科目：常識科 [小學常識科課程指引(小一至小六)二零零二]

學習階段 學習範疇	第一學習階段	第二學習階段
<p>學習範疇一：健康與生活</p> <p>本學習範疇旨在引起學生對個人成長與發育的關注，並幫助他們建立健康的生活方式。</p>	<p>核心學習元素：</p> <ul style="list-style-type: none"> - 成長與發育過程中的不同階段 - 成長時出現的轉變 - 男孩與女孩的異同 - 個人的獨特性（例如：體格、喜好與厭惡、素質與能力、思想與感受） - 身體不同部分的功能，作為愛護身體的基礎 - 基本的個人衛生習慣與環境衛生習慣 - 保護自己的身體，包括保護身體的私隱部位 - 日常生活的基本安全措施 - 當面對困難時找尋協助的方法（例如：健康方面、安全方面） - 表達感受與情緒方面的需要，及其對自己與他人的影響 - 在日常生活中照顧自己（例如：穿衣、保持正確姿勢、保護眼睛、運動及休息） 	<p>核心學習元素：</p> <ul style="list-style-type: none"> - 青春期的生理、心理及社交方面的轉變 - 青春期成長與發育的個別差異 - 身體主要系統及器官的功能 - 性別角色與關係 - 對性的感覺、反應及處理方法 - 保持健康生活方式的重要性，包括營養及均衡飲食對個人成長的影響 - 情緒與表達情緒的方法 - 處理壓力及挫折（例如：朋輩壓力、騷擾、學業） - 增進人際關係及自我肯定的技巧 - 在預防意外、急救服務及防止暴力方面提供協助的人士與機構 - 減低日常生活遇到的危機（例如：安全方面、健康方面、人際關係方面、物質濫用方面）

(II) Subject: Integrated Humanities (Source: Integrated Humanities Curriculum Guide and Assessment (S4 – S5), 2003)

Module	Issues / Key Points	Suggested questions for enquiry
Personal Development	<ul style="list-style-type: none">• How do I get along with others?<ul style="list-style-type: none">➢ Developing relationships	<ul style="list-style-type: none">• What expectations do family members, peers and other members of society hold towards one another?• When an intimate relationship is being built, do mutual expectations necessarily grow?• Does intimacy imply mutual commitment?• How should one prepare to go into intimate relationship?

科目：綜合人文科 [綜合人文科課程及評估指引（中四至中五）二零零三]

核心單元	重點	探討問題建議
個人成長	我如何與人相處？ c. 建立關係	<ul style="list-style-type: none">- 家人、友儕、社會其他成員彼此之間有甚麼期望？- 建立親密關係的同時，彼此的期望是否必然增加？- 親密關係是否必然包含互相的承諾？- 自己應該如何準備與他人建立親密的關係？

(III) Subject: Ethics And Religious Studies (Source: Ethics And Religious Studies Curriculum Guide (Advanced Supplementary Level), 2001

Part	Topics	Sub-topics
Part II: Personal and Social Issues	II: Life and Death	2. Issues concerning life and death - Suicide, euthanasia, abortion, capital punishment - Contraception, artificial reproduction, cloning, gender selection, genetic engineering
	III: Love, Sex and Marriage	1. The meaning of love and the related values ➢ Distinction between passion and mature love (affection, responsibility, commitment...) 2. Marriage, parenthood and divorce ➢ The relationships among love, sex and marriage ➢ Single life, cohabitation, marriage, parenthood and divorce ➢ Personal and social responsibilities in childrearing 3. Sexual ethics ➢ Gender equality ➢ Heterosexual and homosexual relationships ➢ Premarital and extramarital sex ➢ Prostitution, pornography

科目：倫理及宗教科 [倫理及宗教科課程指引（高級補充程度）二零零一]

部份	主題	教學內容
個人及社會問題	(二) 生存與死亡	2. 生存與死亡的問題 - 自殺，安樂死，墮胎，死刑 - 避孕，人工繁殖，無性繁殖，性別選擇，遺傳工程
	(三) 愛、性及婚姻	1. 愛的意義及其有關價值 - 激情和成熟的愛之分別（親愛、責任、委身等） 2. 婚姻、父母的責任及離婚 - 愛情與性及婚姻的關係 - 獨身、同居、結婚、父母之道及離婚 - 於撫養後代方面的個人及社群的職責 3. 性倫理 - 性別平等 - 異性及同性的性關係 - 婚前及婚外性行為 - 賣淫、色情

(IV) Subject: Liberal Studies (Source: Syllabuses for Secondary School Liberal Studies (Advanced Supplementary Level), 2000)

Module	Issues	
Human Relationships	<p>ISSUE 1 How can a person develop the kind of self-awareness and self-esteem that will lead to greater maturity and lay the foundations for stable relationships with other people?</p>	<p>How can young people...</p> <ul style="list-style-type: none"> ● get to know themselves and see themselves as others see them? ● learn how to accept and benefit from feedback about themselves? ● discover their values and beliefs? ● appreciate and deal with their physical and emotional needs? ● discover what makes them do the things they do?
	<p>ISSUE 2 How do young people about to enter the adult world learn the skills that they will need to function as mature adults in H.K. society?</p>	<p>How can young people...</p> <ul style="list-style-type: none"> ● learn to solve problems constructively and become effective decision-makers? ● learn to manage their emotions? ● learn to manage their sexuality? ● learn to communicate effectively?
	<p>ISSUE 3 What is involved in the kind of mature relationship between parents and their teenage children which leads to a smooth transition to the independence of adulthood?</p>	<ul style="list-style-type: none"> ● How have changes in family patterns in H.K. affected the way that parents relate to their teenage children and the expectations that each has of the other? What is the current trend? ● How are children usually affected when they grow up in a home where the parents are in open conflict? In H.K., what are the consequences for the children when their parents separate or divorce? What is the impact on children when they grow up with only one parent? ● Can H.K. parents better prepare their children to make the transition from adolescence to adulthood?
	<p>ISSUE 4 How can young people take advantage of all the positive features of group membership and at the same time learn to avoid the pitfalls which may be involved?</p>	<ul style="list-style-type: none"> ● What kind of pressures are there on adolescents to conform in H.K. society? What strategies can be used to resist undesirable peer group pressures? What is the cost likely to be? Will H.K. teenagers moving into the adult world find things significantly different? ● What is the significance of peer group pressures in behaviours such as experimentation with premarital sex, smoking, drugs, drinking and gambling? Are the efforts made by various groups in H.K., who believe that young people should avoid such activities, effective?
	<p>ISSUE 5 What are the factors that contribute to good sibling, employment and marriage relationships?</p>	<ul style="list-style-type: none"> ● How do siblings typically relate to one another in H.K. society? What are the good and bad features of sibling rivalry, and how does it typically manifest itself in H.K.? How should parents handle such rivalries? How can a teenager best contribute to the growth and well-being of brothers and sisters? ● What are the consequences of growing up as an “only child” in H.K. and the mainland? What are the implications for parents if they have only one child? ● What are the factors that need to be considered in choosing a marriage partner? What is their relative importance? Why do arranged marriages take place and what is their impact on human relationships? ● How do courting couples normally conduct themselves in H.K.? Are attitudes towards courting and marriage changing, and what is influencing these changes? Are these changes desirable? What understandings need to be reached prior to making a full commitment to each other? ● Why do some marriages prosper and others fail?

科目：通識教育科 [通識教育科課程指引（高級補充程度）二零零零]

單元	論題	
人際關係	<p>論題一 個人應如何培養自覺及自尊以便能令自己更趨成熟，並為穩定的人際關係建立基礎？</p>	<ul style="list-style-type: none"> - 了解自己，並從別人角度去認識自己 - 學習接納別人對自己的評價並從中獲益 - 認識自己的價值觀及信念 - 明白並處理自己身心的需要 - 認識影響自己行為的因素
	<p>論題二 在香港，快將踏進成人階段的青年，如何學習掌握成年人在生活上所需的技能？</p>	<ul style="list-style-type: none"> - 學習有建設性地解決問題，並成為有效的決策者 - 學習處理自己的情緒 - 學習處理與性有關的事項 - 學習有效地與別人溝通
	<p>論題三 青少年和父母間的成熟關係能幫助青少年順利過渡為獨立自主的成年人，這成熟的關係涉及甚麼原因？</p>	<ul style="list-style-type: none"> - 香港家庭模式的轉變，如何影響青少年與父母的關係及他們彼此間的期望？現時的趨勢是怎樣的？ - 父母的公開衝突，對成長中的子女通常會帶來甚麼影響？在香港，父母分居或離異，對子女會帶來甚麼後果？在單親家庭中成長的子女會受到甚麼影響？ - 在香港，父母能否更妥善地幫助他們的子女由青少年過渡至成年？
	<p>論題四 青年人如何透過作為群體的一份子而獲益？又如何可以避免受到不良的影響？</p>	<ul style="list-style-type: none"> - 香港社會有哪些壓力令青少年人從眾？甚麼策略有助青少年抗拒不願接受的朋輩群體壓力？代價可能是甚麼？在踏進成年人階段時，香港的青年人會否發現情況有顯著的不同？ - 朋輩群體壓力對青年人嘗試婚前性行為、吸煙、濫用藥物、飲酒與賭博的問題上有甚麼重要的影響？香港有些團體認為青少年人應該避免這些活動，它們在這方面所作的努力是否有效？
	<p>論題五 甚麼因素促進個人與兄弟姊妹、僱主、同事和配偶的關係？</p>	<ul style="list-style-type: none"> - 在香港社會，兄弟姊妹一般的關係如何？兄弟姊妹間的競爭有甚麼好處和壞處？在香港，這些競爭通常如何表現出來？父母應如何處理這些競爭？青年人應如何地對兄弟姊妹的成長及幸福作出最大的貢獻？ - 在香港及內地，成為獨生子女對青年人的成長會有甚麼影響？這影響對獨生子女的父母有甚麼啟示？ - 選擇配偶應該考慮些甚麼因素？各項因素間的相對重要性為何？為甚麼出現由父母或其他人作決定的婚姻？這種婚姻對有關人士的人際關係有甚麼影響？ - 在香港，男女通常如何追求對方？人們對追求異性及對婚姻的態度是否正在改變中？甚麼因素導致這些轉變？這些轉變是否可取？在結為夫婦前，男女雙方應達致怎樣的了解？ - 甚麼因素導致婚姻成功或失敗？

(V) Key Learning Area: Personal, Social & Humanities Education

(Source: Personal, Social & Humanities Education KLA Curriculum Guide (Primary 1-Secondary 3), 2002)

Level/key stages Strand /module	Primary 1 to 3	Primary 4 to 6	Secondary 1 to 3
Strand 1: Personal and Social Development Sub-straunds: <ul style="list-style-type: none"> ● Self esteem ● Self management ● Healthy lifestyles ● Human relationship ● Sexuality issues 	<ul style="list-style-type: none"> ● Different stages of human growth ● Individual differences in growth and development ● Similarities and differences between the two sexes ● Uniqueness of individual ● Decision-making and protecting oneself in simple dilemma situation ● Roles, rights and responsibilities of an individual in the family and other social groups ● Different types of relationships and the behaviors appropriate for these relationships 	<ul style="list-style-type: none"> ● Handling physical and emotional changes and sexual feelings during puberty ● Developmental needs of adolescents, personal strengths and weaknesses ● Self-management and minimizing risks in daily life (e.g. safety, health, relationships, substance abuse) ● Enhancing relationships and assertiveness skills 	<ul style="list-style-type: none"> ● Personal identity and self-esteem ● Decision making in challenging situations ● Coping the emotional experiences that accompany sexual maturation (masturbation, interest in the other sex, curiosity in pornography, sexual fantasies) ● External influences on the development and attitudes of sexuality (pop culture, peer pressure, the mass media) ● Handling interpersonal relationships ● Respect for others with different values and lifestyles

學習領域課程指引：個人、社會及人文教育 [個人、社會及人文教育學習領域課程指引（小一至中三）二零零二]

學習階段 範疇	第一學習階段 (小一至小三)	第二學習階段 (小四至小六)	第三學習階段 (中一至中三)
範疇 1: 個人及群性發展 副範疇: <ul style="list-style-type: none"> ● 自尊 ● 自我管理 ● 健康的生活方式 ● 人際關係 ● 與性有關的議題 	<ul style="list-style-type: none"> ● 個人成長的不同階段 ● 在成長和發展中的個別差異 ● 兩性間的共通及相異處 ● 個人的獨特之處 ● 於簡單的困境中作出決策 ● 個人在社會及其他社群中的角色、權利及義務 ● 各種人際關係(家庭與朋輩)和在這些關係中應有行為, 如: 化解衝突的基本技巧 	<ul style="list-style-type: none"> ● 處理隨青春期而來的生理和情緒的變化和因性而產生的情感 ● 青少年的成長需要, 個人的長處和短處 ● 在日常生活中, 處理和減低危機的策略 (如安全、健康、人際關係、物質濫用) ● 增進與他人的關係和表達堅定信念的技巧 	<ul style="list-style-type: none"> ● 個人身分認同和自尊 ● 在嚴峻的處境下作出決定 (如處於不良的朋輩壓力下) ● 處理與性成熟有關的感情經驗 (如自慰、對異性發生興趣、對色情刊物的好奇、性幻想) ● 影響個人的性向發展和性態度的外在因素 (流行文化、朋輩壓力、大眾傳媒) ● 人際關係的處理 ● 尊重擁有跟自己不同價值觀和生活方式的人

(VI) Key Learning Area: Science Education [Science Education, Key Learning Area Curriculum Guide (P.1-S.3), 2002]

Level/key stages Strand /module	Key stage one (Primary 1-3)	Key stage two (Primary 4-6)	Key stage three (Secondary 1-3)
Life and Living Learning Objectives: To develop understanding of scientific concepts and principles related to living world	<ul style="list-style-type: none"> To develop a general understanding of life processes 	<ul style="list-style-type: none"> To identify observable features of individuals and be aware of the functions of different parts of the human body as the basis of self-care 	<ul style="list-style-type: none"> To develop a basic understanding of some of the life process To appreciate and understand how a new life is born and be aware of the physiological and emotional changes during puberty

學習領域課程指引：科學教育 [科學教育學習領域課程指引（小一至中三）二零零二]

學習階段 範疇	第一學習階段 (小一至小三)	第二學習階段 (小四至小六)	第三學習階段 (中一至中三)
生命與生活	<ul style="list-style-type: none"> 增進對生命過程的一般了解 	<ul style="list-style-type: none"> 識別可觀察到的個人特點,並了解人體各部分的功能,以便自我照顧 	<ul style="list-style-type: none"> 認識一些生命過程。 欣賞及認識新生命是怎樣誕生的,並關注青春期生理及心理上的變化。

(VII) Subject: Science (Source: SYLLABUSES FOR SECONDARY SCHOOLS SCIENCE (SECONDARY 1-3) 1998)

3. Cells and Human Reproduction	A new life is born: fertilisation, implantation, development of the embryo inside the mother's body Puberty: sexual characteristics, male and female reproductive systems, signs of maturation of the reproductive systems Pregnancy: signs and length of pregnancy, preparation for parenthood and family planning Sexually transmitted diseases: spread, consequences and attitude
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科學科：科學科中學課程綱要(中一至中三) 一九九八年

3. 細胞與人類的繁殖	新生命的誕生：受精作用、植入、胚胎在母體內的成長 青春期：性徵、男性和女性的生殖系統、生殖系統成熟的徵兆 懷孕：懷孕的徵兆、懷孕期、為人父母的準備；家庭計劃 性傳染病：傳染、後果和態度
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(VIII) Subject: Biology

(A) Secondary 4-5 (Source: Biology Curriculum Guide (Secondary 4-5) 2002)

Section 4 Obtaining essentials for life

4.2 Nutrition, gas exchange and transport in humans

- The variation in dietary requirements in relation to age, activity and pregnancy

Section 5 Coordination and response

5.3 Hormonal coordination in humans

- Ovaries, testes and pancreas as examples of endocrine glands

Section 7 Reproduction and growth

7.4 Sexual reproduction in humans

- The general plans of male and female reproductive systems and the functions of various parts
- The structure of sperm and ovum
- The development of secondary sexual characteristics as induced by sex hormones.
- The menstrual cycle: the periodic changes in uterine lining in relation to the time of ovulation.
- The transfer of semen during sexual intercourse and the process of fertilization
- The formation of identical twins and fraternal twins.
- The development of the fertilised ovum into an embryo.
- The protection of the foetus by the uterus, amniotic fluid and the placenta
- The birth process
- The nutrition, gas exchange and excretion of the foetus in relation to the placenta
- Parental care and its significance.
- The advantages of breast-feeding.
- The biological basis of various methods of birth control.

科目：生物科 [生物課程指引（中四至中五）二零零二]

章節	課題	
第四章 獲取生命所需的物質	4.2 人類的營養作用、氣體交換及運輸作用	年齡、活動與懷孕對膳食的不同需求的關係。
第五章 協調與反應	5.3 人類的激素協調	卵巢、睪丸及胰臟作為內分泌腺的例子。
第七章 生殖與生長	7.4 人類的有性生殖	<p>男性和女性生殖系統的一般結構及其不同部分的功能。</p> <p>精子和卵子的結構。</p> <p>由性激素所誘發的第二性徵。</p> <p>月經週期：子宮內膜的週期變化和排卵期的關係。</p> <p>於性交時精液的傳送及受精作用的過程。</p> <p>同卵雙胎及異卵雙胎的形成。</p> <p>受精卵發育成胚胎。</p> <p>子宮、羊水及胎盤對胎兒的保護。</p> <p>分娩過程。</p> <p>胎兒的營養、氣體交換和排泄與胎盤的關係。</p> <p>親代照顧及其重要性。</p> <p>母乳餵哺的好處。</p> <p>不同生育控制方法的生物學基礎。</p>

(B) A-Level Biology (Source: Curriculum and Assessment Guide (A-Level) 2002)

Section 3 Genetics and Evolution

3.1 Genetics

3.1.4 Inheritance of discrete characters

sex-linked traits (e.g. haemophilia and red-green colour blindness)

3.1.5 Discontinuous and continuous variations

discontinuous variations (e.g. tongue rolling and ABO blood groups in humans) and continuous variations (e.g. height and weight in humans)

3.1.7 Applications of genetics

human genetics:

(2) Genetic screening (e.g. detection of Down syndrome)

(3) Prenatal and postnatal counselling of genetic diseases (e.g. glucose-6-phosphate dehydrogenase deficiency and thalassaemia).

(5) The implications of the Human Genome Project

Section 6 Health and Diseases

6.2 Transmission of pathogens and prevention of infection

- the routes of transmission of pathogens: air (e.g. common cold and influenza), water or food (e.g. cholera), vector (e.g. malaria), body fluids (e.g. hepatitis B, AIDS and sexually transmitted diseases (STDs))

- the biological principles of the prevention and control of transmissible diseases

6.3 Defence against pathogens

6.3.2 Specific defence mechanisms

- AIDS as the impairment of the immune system brought about by HIV

Section 12 Continuity of life, Growth and Development

12.1 Reproduction

The significance of asexual and sexual reproduction.

12.1.1 Asexual reproduction

- about cloning in mammals and its ethical implications

12.1.2 Sexual reproduction

12.1.2.1 Sexual reproduction in mammals

- the function of various parts of the male and female reproductive systems.
- the menstrual cycle in humans and its hormonal control.
- the use of hormones as contraceptives and in treating infertility in humans
- the significance of courtship behaviour
- about the relative size and relative mobility of sperms and eggs
- an outline of the process of fertilisation and the significance of internal fertilization
- the various methods of birth control in humans with the processes associated with sexual reproduction. [Refer to Guidelines on Sex Education in Schools.]
- the biological principles underlying the various methods of birth control

12.2 Growth and development

12.2.4 The control of growth and development

- the control of growth and development by hormones:
 - (2) growth hormone, thyroxine and sex hormones (secondary sexual characteristics) in mammals.
- other factors controlling human growth and development, e.g. nutritional effects, genetic effects and effects of exercise

科目：生物科 [生物課程及評估指引（高級程度）二零零二]

章節	學習目標	
第三章 遺傳與演化	3.1 遺傳	3.1.4 不連續特徵的遺傳 性連鎖特徵（例如血友病和紅綠色盲）
		3.1.5 不連續變異和連續變異 不連續變異（例如人的捲舌和 ABO 血型）和連續變異（例如人的身高和體重）

章節	學習目標	
		3.1.7 應用遺傳學 人類遺傳學 (2) 遺傳篩選 (例如驗查唐氏綜合症) (3) 產前及產後的遺傳輔導 (例如葡萄糖-6-磷酸脫氫缺乏症及地中海貧血症) (5) 人類基因組計劃的含義
第六章 健康與疾病	6.2 病原體的傳播與預防疾病的傳染	<ul style="list-style-type: none"> - 病原體的傳播途徑：體液 (例如乙類肝炎、愛滋病及性傳染疾病) - 預防及控制傳播性疾病的生物學原理
	6.3 對病原體的防禦	6.3.2 專一性的防衛機制 愛滋病是一種由HIV 所引致的免疫系統缺失疾病
第十二章 生命的延續、生長與發育	12.1 生殖	12.1.1 無性生殖 <ul style="list-style-type: none"> - 哺乳動物的複製及其道德倫理含義 12.1.2 有性生殖 <ul style="list-style-type: none"> - 哺乳動物的複製及其道德倫理含義 12.1.2.1 哺乳動物的有性生殖 - 雄性和雌性生殖系統各部分的功能 - 人類月經週期及其激素控制 - 利用激素作為避孕藥及治療人類的低生育力 - 求偶行為的重要性 - 精子和卵子的相對大小和相對活動能力 - 受精作用過程的概略及體內受精的重要性 - 人類的不同生育控制方法與有性生殖相關的過程。[參考學校性教育指引] - 不同生育控制方法的生物學原理
	12.2 生長與發育	12.2.4 生長與發育的控制 <ul style="list-style-type: none"> - 激素對生長與發育的控制： (2) 哺乳動物的生長激素、甲狀腺素及性激素 (第二性徵) - 其他控制人類生長與發育的因素，例如營養因素，遺傳因素及運動因素

(IX) Subject: Human Biology (Source: S4-S5 Human Biology Syllabus)

II. Functions of the human body

8. Reproduction

- a. Gamete formation
- b. Fertilization
- c. Development of fertilized ovum
- d. Parturition
- e. Birth control

9. Growth and development

- a. Life cycle and growth curves
- b. Infancy and childhood
- c. Adolescence
- d. Adulthood and senescence

III. Variation and heredity

- 4. Pattern of inheritance
- 5. Hereditary diseases

V. Health and Diseases

- 2. Community health
 - d. Sexually transmitted diseases (STDs)

科目：人類生物學 [人類生物學 (中四至中五)]

章節	學習目標	
第二章人體功能	7. 身體防衛	(a) 抵抗感染的物理性與化學性屏障 (d) 吞嚥作用 (f) 免疫反應
	8. 生殖作用	(a) 配子形成 (b) 受精作用 (c) 受精卵發育 (d) 分娩 (e) 節育
	9. 生長與發育	(a) 生命史及生長曲線 (b) 嬰兒期與兒童期 (c) 青年期 (d) 成年期與衰老期

章節	學習目標	
第三章 變異與遺傳	3. 遺傳的細胞基礎 4. 遺傳形式	
第五章 健康與疾病	2. 社會健康	(d) 性傳染疾病

Subject: Home Economics (Source: SYLLABUSES FOR SECONDARY SCHOOLS HOME ECONOMICS (SECONDARY 1-5) 1994)

Level/key stages	S1	S2	S3	S4	S5
Subject					
Home Economic	Home Management II. Home and family 7. Health and fitness (physical changes in the body during adolescence)	Home Management II. Home and family 7. Good grooming 8. Health and fitness (Understanding the growth spurt; brief study on the patterns of physical development)	Home Management II. Home and family 8. Health responsibilities (Healthy attitude towards sex)	II Child Development (0-5 years) 1. Planning for parenthood 2. Pregnancy 3. Antenatal care 4. Birth and postnatal care 5. Looking after the newborn baby 6. Physical development 7. Social and emotional development	

家政 [中學課程綱要：家政科（中一至中五），1994]

學習階段	S1	S2	S3	S4	S5
科目					
家政科	家事：課題 II：家居與家庭 (p9-10) 7. 健康與健美（青春期的身體變化。健康體魄的重要。）	家事：課題 II：家居與家庭 (p15) 8. 健康與健美（迅速成長期的認識。身體發育模式的基本認識。） 9. 家庭與團體生活（家庭成員的角色。對別人的關懷和體恤。）	家事：課題 II：家居與家庭 (19) 8. 保障個人健康（正確的性觀念。）	中四至中五 (p27-28) 乙部：課題 II：幼兒的成長和發展（零至五歲） 1. 計劃為人父母 2. 妊娠 3. 產前護理 4. 分娩及產後護理 5. 照顧新生嬰兒 6. 生理發展 7. 社群化及情緒方面的發展	

有關性教育的培訓課程（2003–2005）

日期	課程題目
	在職中學校長及教師德育及公民教育進修課程（性教育）：
2003年5月	推行性教育的準備
2003年6月	青少年面對的性困擾 I，包括戀愛、約會、青少年性行為、安全性行為、愛滋病、未婚懷孕
2003年6月	青少年面對的性困擾 II，包括性衝動、自慰、性騷擾、性取向
2003年7月	色情文化
	在職小學校長及教師德育及公民教育進修課程（性教育）：
2003年6月	推行性教育的準備
2003年6月	兒童面對的性困擾 I，包括戀愛、約會、青少年性行為、安全性行為、愛滋病、未婚懷孕
2003年6月	兒童面對的性困擾 II，包括性衝動、自慰、性騷擾、性取向
2003年7月	色情文化
	在職中學校長及教師德育及公民教育進修課程（性教育）：
2003年9月	推行性教育的準備
2003年10月	青少年面對的性困擾 I，包括戀愛、約會、青少年性行為、安全性行為、愛滋病、未婚懷孕
2003年11月	青少年面對的性困擾 II，包括性衝動、自慰、性騷擾、性取向
2003年12月	色情文化
	在職小學校長及教師德育及公民教育進修課程（性教育）：
2003年10月	推行性教育的準備
2003年10月	兒童面對的性困擾 I，包括戀愛、約會、青少年性行為、安全性行為、愛滋病、未婚懷孕
2003年11月	兒童面對的性困擾 II，包括性衝動、自慰、性騷擾、性取向
2003年12月	色情文化
2003年12月10日	「如何透過『愛滋病教育』幫助學生建立尊重他人及承擔責任的價值觀和態度」研討會（中學）
2003年12月11日	「如何透過『愛滋病教育』幫助學生建立尊重他人及承擔責任的價值觀和態度」研討會（小學及幼稚園）
2004年6月14日	德育及公民教育培訓課程 性教育研討會
2004年11月25日	德育及公民教育專題系列—性教育研討會（中學）
2004年12月1日	德育及公民教育專題系列—性教育研討會（小學）
2004年12月15日	德育及公民教育專題系列—「愛滋病教育」工作坊（中學）
2004年12月16日	德育及公民教育專題系列—「愛滋病教育」工作坊（小學）
2005年1月27日	「保護學童及青少年—學校預防及處理性侵犯個案」講座

2005年7月2日	德育及公民教育專題系列—中學性教育研討會
2005年7月5日	德育及公民教育專題系列—小學性教育研討會

Content of the intensive training 10-hour course for sex education teachers
2005-2006 school year

Course 1:

題目	青少年的自我形象 兩性平等教育及性侵犯、性騷擾議題的簡介
內容	(一) 青少年在成長期間的身體轉變 (二) 夏日穿毛衣、減肥、纖體的問題 (三) 健康自我形象的建立 (四) 兩性角色、性別角色定型、兩性平權等議題 (五) 兩性尊重及兩性平權是避免家庭暴力、性侵犯及性騷擾等問題衍生的基礎 (六) 如何保護自己免受性侵犯及性騷擾 (七) 設計有關的教學單元及活動

Course 2:

題目	青少年面對的感情和性困擾
內容	(一) 性衝動、性幻想、性需要 (二) 感情困擾：暗戀、單戀、失戀、多角戀 (三) 迷戀與真愛 (四) 約會、拍拖 (五) 婚前性行為的考慮 (六) 未婚懷孕 (七) 設計有關的教學單元及活動

Course 3:

題目	培養正面的性價值觀和態度 認識性傳染病（包括愛滋病）
內容	(一) 透過不同的學習活動，檢視個人的性價值觀和態度 (二) 幫助學生培養正面的性價值觀和態度的重要性 (三) 如何幫助學生培養正面的性價值觀和態度的重要性 (四) 認識性傳染病、認識愛滋病 (五) 預防性傳染病、愛滋病的傳染方法及技巧（以生活技能為基礎）

	(六) 對患病者應持的態度 (七) 設計有關的教學單元及活動
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Course 4:

題目	性取向 色情資訊
內容	(一) 性取向 (二) 青少年如何面對同性戀的疑惑 (三) 尊重他人不同的生活方式 (四) 社會上的色情資訊 (五) 有關色情資訊背後的意識形態 (六) 色情資訊對青少年的影響 (七) 幫助學生抗衡色情文化的方法 (八) 設計有關的教學單元及活動