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Academic year

Name of School:	School Code:
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Subject : Moral and Civic Education									
The Requirements of Basic Academic Attainments at Primary Education <sup>(1)</sup>		Teaching Content to be covered through the following teaching activities ( State the name and content of the relevant modules / school-based curriculum / other learning activities )						If not covered, please state the reason(s) and provide possible solution(s)	Remark(s):
Learning Strand	Concrete Content	P1	P2	P3	P4	P5	P6		
About Myself	A – 1 – 1	Recognise the personal characteristics and appreciate their own strengths and weaknesses.							
	A – 1 – 2	Be able to identify the similarities and differences between themselves and others.							
	A – 1 – 3	Be aware of personal growth and changes.							
	A – 1 – 4	Be aware of their own interests and imagine "future self".							
	A – 1 – 5	Be able to handle their emotions with the help of adults.							
	A – 1 – 6	Be able to understand the differences between things they like doing and those they should do.							
	A – 1 – 7	Be aware of the impact of their behaviour on others.							
	A – 1 – 8	Do things that they can do by themselves and be dedicated students.							
	A – 1 – 9	Be able to strive for completing what they have promised to do and carry it through.							
	A – 1 – 10	Be able to preliminarily tell the right from wrong, be honest and have the courage to admit their mistakes.							
	A – 1 – 11	Cherish time and be punctual.							
	A – 1 – 12	Be able to work and rest on time and initially form good eating, and hygiene habits.							
	A – 1 – 13	Have the common sense to keep the home safe. Know the basic methods of seeking help and self-help.							
	A – 1 – 14	Be able to identify the behavioural characteristics of male and female, build their own gender awareness.							
A – 2 – 1	Be able to cherish life and understand the value of								



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Learning Strand	Concrete Content	P1	P2	P3	P4	P5	P6		
	A – 2 – 14	Be able to accept the differences between the two sexes and know the importance of mutual respect between males and females.							
	A – 2 – 15	Know and initially understand the necessity, correct methods and norms of social intercourse between the two sexes.							
	A – 2 – 16	Know how to respond and seek help when encountering sexual harassment.							
	A – 2 – 17	Have safety awareness and basic ability to protect and rescue themselves.							
	A – 2 – 18	Understand the unique role of the Internet in providing a variety of information and broadening people's horizons.							
	A – 2 – 19	Understand the virtual worlds and the dangers of harmful information.							
	A – 2 – 20	Know that being obsessed with online games is harmful to physical and mental health.							
	A – 2 – 21	Be able to properly understand the relationship between themselves and idols.							
My family and I	B – 1 – 1	Be able to love their family, respect their elders and relatives.							
	B – 1 – 2	Know how to express love to their family.							
	B – 1 – 3	Be able to understand that it is important for each family member to fulfil their duties.							
	B – 1 – 4	Be able to acknowledge and value family members' contribution to the family.							
	B – 1 – 5	Know the duties they should perform towards their family.							

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	B – 1 – 6	Be able to care about and understand their family members, take on tasks that are within their capabilities.							
	B – 1 – 7	Be able to understand that parents have expectations for their personal growth.							
	B – 1 – 8	Be able to express their opinions and needs reasonably in their family life.							
	B – 1 – 9	Be able to generally know the household income and major household expenditure.							
	B – 1 – 10	Be able to allocate and spend their pocket money in a planned manner.							
	B – 2 – 1	Show gratitude to their parents and elders for bringing them up and fulfil their filial duties.							
	B – 2 – 2	Be able to cherish and value the friendship between siblings.							
	B – 2 – 3	Be able to show concern for their family members on their own initiative and share responsibilities with their family members.							
	B – 2 – 4	Be able to care about the economic conditions of their family, understand the contribution of their parents and elders to the family.							
	B – 2 – 5	Be able to arrange consumption reasonably and practice thrift.							
	B – 2 – 6	Be able to preliminarily establish a correct concept of money.							
	B – 2 – 7	Be willing to communicate with family members, and able to appropriately deal with the different views between themselves and their family members.							
	B – 2 – 8	Be able to appropriately deal with criticism from their family members.							

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	B – 2 – 9	Know the importance of family harmony.							
	B – 2 – 10	Be able to actively strengthen the harmonious relationship with family members and have a sense of belonging.							
	B – 2 – 11	Be able to put forward their opinions and needs properly.							
My School and I	C – 1 – 1	Be able to know the key features of their school and daily work of teachers.							
	C – 1 – 2	Be able to identify the key features of their classmates and be willing to get along with them.							
	C – 1 – 3	Be able to understand teachers' requirements and respect teachers.							
	C – 1 – 4	Have their own favourite subjects and interests.							
	C – 1 – 5	Know the importance of active learning and develop good learning habits consciously.							
	C – 1 – 6	Know how to seek help when they cannot resolve difficulties in study and life by themselves.							
	C – 1 – 7	Be able to cooperate with others in learning and other school activities.							
	C – 1 – 8	Be able to correctly understand and willing to participate in class and school activities.							
	C – 1 – 9	Know the rights that they can enjoy and the obligations that they should fulfil in school.							
	C – 1 – 10	Be able to express their opinions and suggestions.							
	C – 1 – 11	Cherish their own learning supplies, as well as the school environment and facilities.							
	C – 1 – 12	Be able to know the importance of maintaining discipline and order, comply							





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	D – 2 – 1	Understand that everybody has his/her own character and value, be able to respect the uniqueness of others.							
	D – 2 – 2	Preliminarily know how to identify and choose friends.							
	D – 2 – 3	Know the negative consequences of discrimination, bullying and violent behaviour, know how to seek help.							
	D – 2 – 4	Understand the importance of neighbours and be able to take the initiative to strengthen neighbourly relations.							
	D – 2 – 5	Be able to care about and respect the elderly, the disabled, vulnerable groups and the young, deal with them on an equal footing.							
	D – 2 – 6	Be willing to help those in need.							
	D – 2 – 7	Be able to care about and accept the children who have recently immigrated to Macao.							
	D – 2 – 8	Be willing to participate in community activities.							
	D – 2 – 9	Be able to respect those who provide social services to the public.							
	D – 2 – 10	Be willing to participate in social welfare activities.							
	D – 2 – 11	Know the main rights of children.							
	D – 2 – 12	Be able to understand and feel the necessity for everybody to meet the terms of social ethics.							
	D – 2 – 13	Be able to consciously take care of public facilities.							
	D – 2 – 14	Be able to put forward suggestions and improvement methods for some behaviour that affects the welfare of the public.							
	D – 2 – 15	Be able to have a basic understanding of the Basic							





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	E – 2 – 9	Care about China's development and changes, as well as the challenges faced by China.							
	E – 2 – 10	Be aware of the major achievements in China's development, and be proud of them.							
	E – 2 – 11	Get a basic understanding of China's international influence and status.							
The World and I	F – 1 – 1	Know that there are many different countries and races on Earth.							
	F – 1 – 2	Understand that different countries and nationalities have different cultures, customs and living habits.							
	F – 1 – 3	Be able to understand that people have different religious beliefs.							
	F – 1 – 4	Be able to treat people from different countries and regions in a friendly manner.							
	F – 2 – 1	Be willing to learn about the landscapes, cultures, and important events in other parts of the world.							
	F – 2 – 2	Be able to understand that people from different eras and regions have different lifestyles, customs, habits and values.							
	F – 2 – 3	Be able to respect the religious beliefs and lifestyles of other countries or ethnic groups.							
	F – 2 – 4	Be able to respect different cultures and customary practices.							
	F – 2 – 5	Know that contradictions and conflicts may arise in some regions due to different cultural backgrounds, and know the consequences follow.							
	F – 2 – 6	Be able to treat people from different countries or regions equitably.							

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	F – 2 – 7	Be able to sympathise with those in need in other countries or regions and be willing to do everything in their power to help the needy.							
	F – 2 – 8	Have a basic understanding of the horrors of war and the importance of keeping world peace.							
	F – 2 – 9	Be able to preliminarily understand that human beings are an interdependent community with a shared future.							
The Environment and I	G – 1 – 1	Like to commune with and appreciate nature, care for flowers, trees and animals.							
	G – 1 – 2	Able to protect and clean up the home environment, public facilities and public environment.							
	G – 1 – 3	Know how to save water, electricity and paper, have basic ecological awareness.							
	G – 2 – 1	Have a basic understanding of the impact of human consumption on resources and the environment.							
	G – 2 – 2	Know the importance of protecting the natural environment and maintaining ecological balance.							
	G – 2 – 3	Be able to discover environmental damage in everyday life and put forward their views and suggestions on making improvements.							
	G – 2 – 4	Be able to cherish and save natural resources in everyday life, especially water resources and energy resources.							
	G – 2 – 5	Be able to proactively participate in environmental protection activities in their power, preliminarily build environmental awareness							

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	and corresponding sense of social responsibility.								
G – 2 – 6	Have a basic understanding of the significance of technological development to human life and social development, as well as the negative impact it may make.								
G – 2 – 7	Be able to have a basic concept of sustainable development.								

Note: (1) Dispatch of Secretary of Social and Cultural Affairs No. 52/2024 ( Annex I )	Data :            ( D ) /            ( M ) /            ( Y )
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