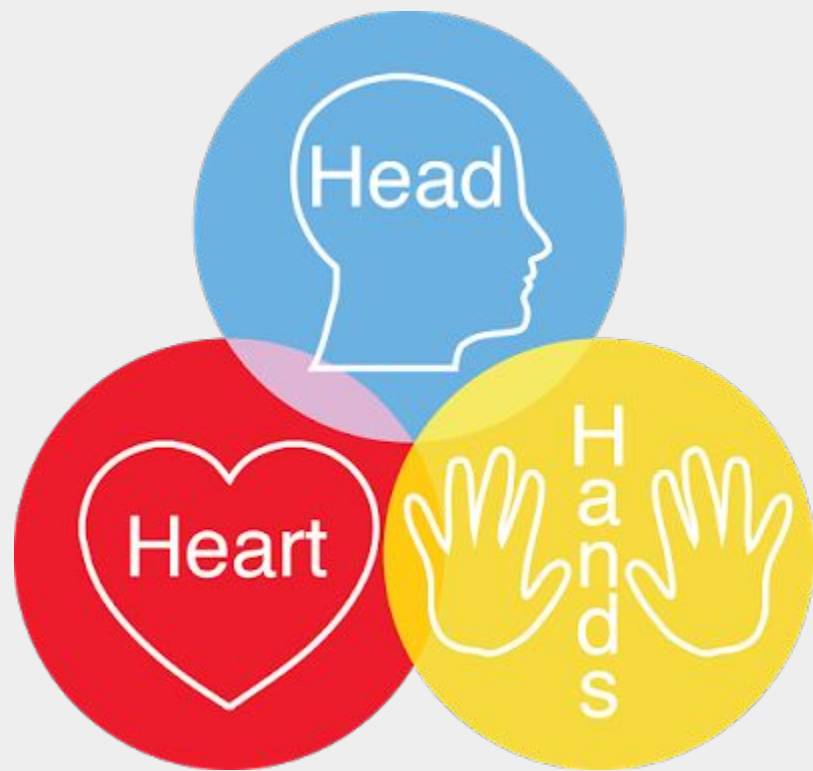


What are you planning
to **teach** next year?



Defining the focus of Physical Education in your own school context,
is an important part of developing
learning experiences responsive to the needs of your students.

A critical step in programme development involves **identifying the relevant (critical) knowledge** for students **in your school context.**

CURRICULUM PROGRESSION

(IN SECONDARY SCHOOLS)

Level 5	Level 6	Level 7	Level 8
Years 9 & 10	Years 10 & 11	Year 12	Year 13

What does the step up between each Curriculum Level look like?

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CURRICULUM PROGRESSION

(In Secondary Schools)

Level 5	Level 6	Level 7	Level 8
Years 9 & 10	Years 10 & 11	Year 12	Year 13
Building Foundational Knowledge	Applying Knowledge Exploring Perspectives	Critical Analysis Evaluation	Devising Strategies Critical Examination
This level lays the groundwork for the more complex thinking expected in later levels.	This marks a shift from basic comprehension towards applying knowledge to analyse situations.	This level hones their analytical skills and encourages them to think critically about broader implications.	This level cultivates independent, critical thinking , preparing students for future learning pathways and active citizenship.
At Level 5, the emphasis is on building foundational knowledge and understanding. Students are learning to identify, describe, investigate, and relate concepts.	Level 6 prompts students to apply their knowledge, demonstrate understanding, and start examining different perspectives . They're encouraged to think about the 'why' behind concepts.	Level 7 elevates the learning experience by requiring students to engage in critical analysis and evaluation . They're expected to appraise, analyse, and evaluate information, perspectives, and complex situations.	Level 8 represents the peak of this learning progression. Students are tasked with devising strategies to address complex issues , critically examining data and situations, and justifying their evaluations.
For example, in Personal Health and Physical Development, they describe physical changes and relate them to adolescent development.	For example, in Relationships with Other People, they move from simply identifying relationship issues to demonstrating an understanding of how individuals and groups influence relationships.	For example, in Healthy Communities and Environments, they go beyond investigating environmental impacts to analysing how population pressure and technology affect the environment and community well-being.	For example, in Personal Health and Physical Development students critically evaluate data to create well-being strategies and critically examine health products and programmes.

UNPACKING THE CURRICULUM

(The Current Curriculum - NZC 2007)

- Use a Framework.
- Identify the progression of learning.
- Elements of the curriculum—knowledge, understanding, experiences, and skills (KUES)—connect and build upon each other.
- Map the **Knowledge** students need, the **Understanding** they should achieve, the **Experiences** they need to engage in, and the **Skills** they must develop.
- **Assessment** is an important part of all learning experiences, whether summative, formative or standards-based.

WHAT'S THE PROCESS?

1. Establish Context and Define the Learning Focus

2. Unpack a Curriculum Using the KUES+A

3. Design Learning Objectives

4. Select and Sequence Learning Experiences

5. Incorporate Assessment Opportunities

6. Review and Adapt

USING THE KUES+A FRAMEWORK

(With The Current Curriculum - NZC 2007)

K | U

E

S

+ A

KNOWLEDGE / UNDERSTANDINGS

EXPERIENCES

SKILLS / CAPABILITIES

+ ASSESSMENT

What students will know, understand or be able to explain.

How they will experience and apply the knowledge.

What specific skills they will develop and demonstrate.

How progress will be measured.

The goal of structured process is to **determine what is meaningful and powerful learning** in PE within the local context.

Moreover, unpacking the curriculum **clarifies the expectations for learning** and **provides a shared language** for educators **to communicate student progress** effectively.

What about the **'new' Curriculum?**

A WORKED EXAMPLE

(The Current Curriculum - NZC 2007)

CURRICULUM LEVEL(S): 6–8

K | U

KNOWLEDGE | UNDERSTANDINGS

PERSONAL HEALTH AND PHYSICAL DEVELOPMENT

Students will:

- Understand the inter-dependence of the factors that contribute to hauora.
- Understand perspectives relating to self, others and society.
- Understand reasons for 'risk' and protective factors to wellbeing. This includes the alignment of strategies and consequences.
- Learn about the role and place of movement in their own lives and society as a whole. (e.g. barriers/enablers to participation)
- Understand safety management processes, factors and strategies.
- Learn about factors that contribute to personal identity, individuality and diversity.

MOVEMENT CONCEPTS AND MOTOR SKILLS

Student will:

- Understand how to use PE knowledge for specific purposes. (e.g. develop fitness, improve performance, motor skill learning, etc...)
- Learn about social and cultural needs and practices when participating in physical activities.
- Learn about the body in movement. (e.g. biophysical principles)
- Understand sociological theories in PE. (e.g. commodification)
- Learn about the process of new skill acquisition and strategies to extend their abilities in physical activities.

RELATIONSHIPS WITH OTHER PEOPLE

Students will:

- Learn about the impact of identity and self worth on relationships with people in a variety of contexts.
- Understand the impact of interpersonal skills on group or team dynamics. (i.e. conflict resolution, group management, etc...)
- Learn about emotional intelligence.
- Learn about attitudes, values and behaviours when working with others.
- Understand leadership (e.g. styles, principles, etc...) including different ways to lead in physical activity.
- Understand social responsibility models and practices.

HEALTHY COMMUNITIES AND ENVIRONMENTS

Students will:

- Learn about health promotion models and the impact on the well-being of self, others and society.
- Learn about community services available to promote wellbeing.
- Understand people's rights and responsibilities in school and the community.

E

EXPERIENCES

PHYSICAL EDUCATION EXPERIENCES

Should include:

- Learning **in, through and about** movement. (e.g. theory and practice)
- A **real-world application** of PE knowledge and understanding.
- Experiences in a range of **factors that contribute to hauora**.
- Exploring the **impact of socio-cultural factors** in a range of contexts.
- Participation in, and an exploration of, a **range of physical activities**.
- **Having fun** in physical activity and exploring its impact on wellbeing.
- Exploring a range of **perspectives on issues** in health or physical activity.
- Undertaking **challenging physical activities**, including risk-management.
- Drawing on **personal experiences**.
- Developing **competence and confidence** in a range of movement contexts.
- Extending the **physical abilities** of students.
- Experiences and the application of **biophysical principles**.
- Experiences in a range of **socio-ecological and socio-cultural factors** that impact health and physical activity. (e.g. participation)
- **Leadership** in action. Leading in a range of physical activity contexts including diverse social and cultural needs (e.g. coaching, outdoor leadership, organising events, student leadership)
- Working in **groups and teams**.
- Exploring **relationships** and strategies for positive outcomes.
- Opportunities for students to make **'safe' choices** for themselves and others.
- Creating **strategies to improve wellbeing**. This includes exploring both the positive and negative impacts on health.
- Exploring **attitudes, values and behaviours** that reinforce cultural norms.
- Exploring definitions of **identity** and self-worth.
- **Questioning and challenging** cultural norms and assumptions.
- Advocating for **change and taking action**.
- **Investigating community services** that support and promote people's well-being.

Written as learning objectives (limited examples):

- Students will be able to demonstrate and discuss the theory behind a specific movement (e.g. a sprinting technique) and apply it during a short practical session.
- Students will be able to identify and explain how knowledge from PE can be used in a real-world situation, such as planning a personal fitness routine.
- Students will be able to participate in a class discussion on different factors affecting well-being (hauora) and share personal experiences that contribute to their own well-being.
- Students will be able to research and present how social and cultural factors influence participation in a chosen sport or physical activity.
- Students will be able to participate in a variety of physical activities, such as a circuit workout, and reflect on the experience in a short journal entry.
- Students will be able to engage in a fun group game and discuss how being active can positively impact their mood and overall well-being.
- Students will be able to explore different perspectives on a current health or physical activity issue through a brief debate or group discussion.
- Students will be able to practise and refine a specific movement skill (e.g. dribbling in soccer) to build competence and confidence.
- Students will be able to analyse how the body moves during a specific activity (e.g. jumping) and identify ways to improve performance.
- Students will be able to discuss in small groups how social or cultural factors might affect participation in physical activities, then present their findings.
- Students will be able to take on a leadership role in a small group activity, such as leading a warm-up session or organising a mini-game.
- Students will be able to brainstorm and create a simple action plan to improve personal well-being, including identifying both positive and negative health influences.
- Students will be able to participate in an activity where they identify and discuss different attitudes, values, and behaviours that align with cultural norms in sports.



SKILLS

SKILL OR CAPABILITY DEVELOPMENT

Students will develop skills in (from lower-order to higher-order):

- Physical Skills
- Acquiring & Applying New Knowledge
- Participation
- Managing Groups
- Observation
- Explanation
- Communication
- Self Management
- Cooperative Learning
- Interpersonal Interactions
- Negotiation
- Articulating Viewpoints
- Empathy
- Planning for Action
- Perspective Taking
- Investigation (e.g., theories and practices in PE)
- Research
- Inquiry
- Analysis
- Problem Solving
- Decision Making
- Justification with Evidence
- Drawing Coherent Conclusions
- Synthesis (e.g., linking or integrating ideas)
- Critical Thinking
- Critical Evaluation
- Critical Action

Rationale: This focus captures the essence of why we study Physical Education: that movement is fundamental to our lives, and contributes to our development, both as individuals and as members of our communities. Learning in, through, and about movement makes a significant contribution to hauora. We learn movement by developing physical skills and experiencing enjoyment.

<div style="text-align: center;"> <h2 style="margin: 0;">K U</h2> <p style="margin: 0;">KNOWLEDGE UNDERSTANDINGS</p> </div>	<div style="text-align: center;"> <h2 style="margin: 0;">E</h2> <p style="margin: 0;">EXPERIENCES</p> </div>	<div style="text-align: center;"> <h2 style="margin: 0;">S</h2> <p style="margin: 0;">SKILLS</p> </div>	<div style="text-align: center;"> <h2 style="margin: 0;">A</h2> <p style="margin: 0;">ASSESSMENT</p> </div>
Potential Learning Objectives:	Potential Learning Experiences:	Potential Skills & Capabilities Focus:	Potential Assessment Opportunities:
<p><u>Personal Health and Physical Development:</u></p> <ul style="list-style-type: none"> Students will be able to explain how hauora provides a holistic understanding of well-being, including the physical, social, spiritual, mental, and emotional aspects of health. Students will be able to analyse how movement can influence different aspects of hauora. 	<ul style="list-style-type: none"> Learn movement by developing physical skills and experiencing enjoyment. Develop social, emotional, intellectual, and cultural skills through participating in movement activities. Understand what influences personal and others' movement choices by exploring how and why people move. Explore the meaning of movement through different models and approaches to hauora. 	<p><u>Physical Skills:</u></p> <ul style="list-style-type: none"> The ability to perform various movements, exercises, and physical activities effectively and safely. <p><u>Critical Thinking:</u></p> <ul style="list-style-type: none"> The capacity to analyse how and why people move, as well as to explore the relationship between movement, hauora, and different social and cultural contexts. 	<p><u>Skill Demonstration:</u></p> <ul style="list-style-type: none"> Evaluate students as they demonstrate and explain movement skills in different contexts, highlighting their physical competence and understanding of movement mechanics.
<p><u>Movement Concepts and Motor Skills:</u></p> <ul style="list-style-type: none"> Students will be able to develop social, emotional, intellectual, and cultural skills through participation in movement activities. 	<ul style="list-style-type: none"> Engage in various forms of exercise, games, play, sport, recreation, adventure, and expressive movement in different physical and social settings. Understand how movement can impact all aspects of hauora and explore diverse movement contexts in Aotearoa New Zealand. 	<p><u>Self-Reflection:</u></p> <ul style="list-style-type: none"> The skill to reflect on personal experiences and connections to places and spaces. <p><u>Social Awareness:</u></p> <ul style="list-style-type: none"> Understanding and respecting diverse social and cultural needs during participation in physical activities. 	<p><u>Reflective Journals:</u></p> <ul style="list-style-type: none"> Have students maintain a journal to reflect on their participation in physical activities, how these experiences impact their hauora, and their connections to place and space (e.g. mana atua and mana tangata). <p><u>Group Projects:</u></p> <ul style="list-style-type: none"> Assign students to develop and lead a physical activity session, taking into account diverse needs, cultural practices, and safety considerations.
<p><u>Relationships with Other People:</u></p> <ul style="list-style-type: none"> Students will be able to explain how understanding why and how people move can influence their own and others' movement choices, as well as affect movement settings and trends. Students will be able to describe and apply models and practices of social responsibility in physical activity settings. 	<ul style="list-style-type: none"> Explore the relationship between movement and the natural environment, including land, mountains, oceans, rivers, lakes, and forests. Reflect on personal connections to place and space through concepts like mana atua and mana tangata. 	<p><u>Emotional Intelligence:</u></p> <ul style="list-style-type: none"> The ability to recognise, understand, and manage emotions during movement activities and interactions with others. <p><u>Cultural Competence:</u></p> <ul style="list-style-type: none"> Recognising and appreciating diverse movement practices, including those unique to Aotearoa New Zealand and other cultural contexts. 	<p><u>Class Discussions & Debates:</u></p> <ul style="list-style-type: none"> Engage students in discussions or debates about the social, cultural, and environmental influences on movement. Assess their ability to articulate viewpoints, consider multiple perspectives, and connect concepts to their own and others' experiences.

NCEA OPPORTUNITIES

Level 1	Level 2	Level 3	Scholarship
<ul style="list-style-type: none"> • 1.1 - Apply movement strategies in an applied setting. (5) • 1.3 - Demonstrate understanding of the influence of personal movement experiences on hauora. (5) 	<ul style="list-style-type: none"> • 2.1 - Examine the role and significance of physical activity in the lives of young people in New Zealand. (3) • 2.4 - Perform a physical activity in an applied setting. (4) • 2.8 - Consistently demonstrate social responsibility through applying a social responsibility model in physical activity. (3) • 2.9 - Examine the implementation and outcome(s) of a physical activity event or opportunity. (3) 	<ul style="list-style-type: none"> • 3.1 - Evaluate physical activity experiences to devise strategies for lifelong well-being. (4) • 3.2 - Analyse a physical skill performed by self or others. (4) • 3.4 - Demonstrate quality performance of a physical activity in an applied setting. (4) • 3.7 - Analyse issues in safety management for outdoor activity to devise safety management strategies. (3) • 3.9 - Devise strategies for a physical activity outcome. (4) 	<p>Critical Analysis of Movement and Hauora:</p> <ul style="list-style-type: none"> • Support students to critically analyse how movement impacts hauora, exploring the relationship between physical activity and well-being across physical, social, mental, emotional, and spiritual aspects. This involves using case studies, personal experiences, and scholarly research. <p>Reflective Practice:</p> <ul style="list-style-type: none"> • Support students to reflect on their own movement experiences, including connections to cultural concepts, in order to develop critical thinking, insight and understanding personal and societal influences on movement. <p>Socio-Cultural and Environmental Exploration:</p> <ul style="list-style-type: none"> • Support students to explore and critique how socio-cultural and environmental factors influence physical activity and movement practices. <p>Research and Evidence-Based Inquiry:</p> <ul style="list-style-type: none"> • Support students in research projects to gather, analyse, and synthesise information on PE topics. This develops evidence-based thinking and higher-order analysis. <p>Communication and Argumentation Skills:</p> <ul style="list-style-type: none"> • Practise structured debates, discussions, and essay writing to help students articulate complex ideas, construct well-supported arguments, and critically evaluate different perspectives in PE.

