

Movement: Water safety

What must be taught. Teaching requirements, not achievement objectives (HPE Years 0–10, Sept 2026, pp.11–12).

Phase 1 (Years 0–3), whole phase	
Knowledge	The facts, concepts, principles, and theories to teach
0–3K1	Basic rules and water safety practices are essential in and around water environments including pools, beaches, lakes, and waterways.
0–3K2	Danger signs, flags, and environmental alerts help keep participants safe during water activities.
0–3K3	Within te ao Māori, tikanga are an important part of safe engagement with water environments.
0–3K4	Safe entry and exit techniques vary by activity and context, such as sit-and-slide for pools.
0–3K5	Basic water survival skills include staying afloat and treading water.
0–3K6	Everyone floats differently, and floating is easier when relaxed with arms and legs out.
0–3K7	There are kicking and arm techniques for freestyle, including breathing basics.
Practices	The skills, strategies, and applications to teach
0–3P1	Identify potential hazards in and around water environments, including those identified by danger signs, flags, and environmental alerts.
0–3P2	Perform safe water entry and exit techniques (e.g. sit-and-slide, pool edge exits).
0–3P3	Float (rotating between front and back) and tread water.
0–3P4	Use any form of propulsion (e.g. sculling, paddling, kicking) to practise moving to safety.
0–3P5	Practise basic swimming skills such as push and glide (front and back), paddling, and kicking with support.
0–3P6	Use kicking and arm techniques for freestyle.

Unpacking

What does this mean for teaching and learning in our context?

PHASE 1 BIG IDEA		Water safety involves learning safe behaviours and foundational skills for confidence and survival in water.
KU	Knowledge and understanding	What do ākonga need to know and understand? Key concepts, vocabulary and kupu, likely misconceptions.
S	Skills	What will ākonga actually do? Turn each practice into observable actions.
Connections and progression		Which practices consolidate which knowledge? What needs explicit teaching? How does learning build across the phase?
Progress (provisional)		What would show secure learning? Progress content is due in 2027; use existing practice until then.
E		Experiences
In movement		Which learning experiences build this in, through and about movement?
Through movement		Varied, increasingly complex contexts.
About movement		Leadership, manaakitanga, feedback.
Science, culture, mātauranga Māori, technology.		
Capabilities		Where will this grow the Te Mātaiaho capabilities?
Communication		
Relating to others		
Self-management and self-regulation		
Problem solving		
Creativity		
Local curriculum and te ao Māori		Which people, places, pūrākau and mana whenua knowledge replace the ‘e.g.’ examples?
Time and key considerations		How many hours, and what must be planned for before teaching?
Hours		Phase 1
Think about:		Pool access, transport, costs and supervision ratios. Working with a local swim provider. Local beaches, rivers and lakes, and tikanga for water. Sharing water safety rules with whānau.