

Movement: Water safety

What must be taught. Teaching requirements, not achievement objectives (HPE Years 0–10, Sept 2026, pp.17–18).

Phase 2 (Years 4–6), whole phase	
Knowledge	The facts, concepts, principles, and theories to teach
4–6K1	Risk assessment includes recognising environmental hazards and knowing when to enter, exit, or avoid water.
4–6K2	Open-water conditions (e.g. currents, waves, temperature) can influence safety and movement.
4–6K3	Safety practices are essential during water activities, along with wearing the appropriate gear and following instructions.
4–6K4	Within te ao Māori, people understand how observing tohu (signs) and applying tikanga and local hapū and iwi knowledge support safe interaction with waterways and changing environmental conditions.
4–6K5	Safe reach rescues (e.g. using a noodle or kickboard) must be performed with awareness of potential dangers.
4–6K6	The HELP (Heat Escape Lessening Posture) position (in a life jacket or with improvised flotation) and huddle position help conserve body heat in cold water.
4–6K7	Swimming technique can be adapted for different strokes (e.g. freestyle, backstroke, breaststroke) and situations.
4–6K8	Breathing while swimming involves coordinating multiple movements (e.g. continuing to kick while moving the arms, inhaling above water and exhaling below water for freestyle).
Practices	The skills, strategies, and applications to teach
4–6P1	Analyse hazards in home, pool, and open-water environments to identify safe decisions, including when and where to enter or exit water.
4–6P2	Use flotation devices to practise performing safe reach rescues with awareness of safety risks.
4–6P3	Demonstrate the HELP position and huddle position for cold-water survival accurately.
4–6P4	Swim increasing distances using a coordinated swimming stroke, including correct body position, leg action, arm action, and breathing.

Unpacking

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

PHASE 2 BIG IDEA		Water safety involves recognising hazards, making informed decisions, and adapting safety behaviours to different water environments.
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.
Experiences		Which learning experiences build this in, through and about movement? In movement Varied, increasingly complex contexts. Through movement Leadership, manaakitanga, feedback. About movement 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 2 Think about: Pool and open-water access, costs and transport. EOTC safety plans and supervision. Local hapū and iwi knowledge of waterways and tohu. Safe practice of HELP and huddle positions.