

Movement: Psychology of movement

What must be taught. Teaching requirements, not achievement objectives (HPE Years 0–10, Sept 2026, pp.22–23).

Year 7	Year 8
Knowledge The facts, concepts, principles, and theories to teach	
7K7 Confidence and motivation shape participation and persistence, and are developed through progressive challenge, choice, and supportive environments.	8K7 Physical movement, confidence, self-belief, and motivation fluctuate day to day because of personal feelings and factors, influencing participation and persistence.
7K8 Self-belief is the perception that success or improvement within a physical activity is achievable.	
Practices The skills, strategies, and applications to teach	
7P6 Select and participate in a progressively challenging activities (e.g. climbing, sailing, poutoti, bike riding, learning trick shots or moves) to reflect on how confidence, motivation, and a supportive environment can influence engagement and participation.	8P7 Use physical activities over time to identify how confidence, self-belief, and motivation impact participation and persistence (e.g. keeping a movement journal that captures confidence or energy levels to observe how that varies over time).
7P7 Analyse the role of self-belief in movement capability by selecting and participating in appropriate physical activities where success or improvement is achievable.	

Unpacking

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

PHASE 3 BIG IDEA Experiences are shaped by confidence, motivation, identity, and perceptions of capability.

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 Year 7 lead into Year 8?

Progress (provisional)

What would show secure learning? Progress content is due in 2027; use existing practice until then.

E

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 Year 7 Year 8

Think about: Goal setting and self-talk routines. Managing nerves before performance. A safe climate to try, fail and try again. Links to Health (mental health).