

Active participation: Social and cultural influences

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	
7K11 Participation in organised sport clubs, recreation, cultural activities, and community programmes, provides opportunities for different experiences, connection, physical activity, and competition.	8K11 Physical activity settings can be modified to support safe and inclusive participation (e.g. introducing age divisions to ensure fair and safe competition).
7K12 Role models in sport can influence a choice of sport or activity and stories of those who have excelled in sport can provide both technical and values-based advice.	8K12 Sport and games can change over time, reflecting changing participation patterns and social expectations (e.g. growth of women’s sport, e-sports).
Practices The skills, strategies, and applications to teach	
7P11 Compare recreational activities and organised sport activities to investigate why people may choose organised sport or informal recreation (e.g. comparing a recreational activity like a nature walk to a table tennis competition).	8P11 Participate in community events (e.g. whānau sport afternoon, instructing younger students, a class walk to the local beach for a beach clean-up) and reflect on how these could be made more inclusive.
	8P12 Participate in and analyse a range of practices, comparing how rules, traditions, and meanings vary across contexts over time, and how these shape participation (e.g. compare test cricket, indoor, T20, blind cricket, ODI).

Unpacking

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

PHASE 3 BIG IDEA

Social and cultural factors influence participation in physical activity and sport by shaping opportunities, interests, values, and access. Role models, community expectations, organised sport, and changing social trends can influence participation and contribute to more inclusive opportunities for participation.

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: Role models and organised sport in the local community. Ākonga cultural backgrounds. Gender and inclusion in sport. Links to Social Sciences.