

Active participation: Social and cultural influences

What must be taught. Teaching requirements, not achievement objectives (HPE Years 0–10, Sept 2026, p.29).

Year 9	Year 10
Knowledge The facts, concepts, principles, and theories to teach	
9K14 Sport, physical activity participation, and competition are influenced by social and cultural factors such as media, organisations, and national and global events (e.g. Paralympics, World Cup tournaments, Olympics, Commonwealth Games).	10K13 People have different needs and there are physical, mental, intellectual, or sensory impairments that can require different types of support, opportunities, and resources to support equitable participation in physical activity and sport (e.g. assistive technologies).
9K15 Participation in physical activity or sport can contribute to personal, community, and national identity through involvement, achievement, and cultural expression (e.g. identifying as a swimmer, belonging to a tramping club, or New Zealand being recognised for particular sports).	
Practices The skills, strategies, and applications to teach	
9P10 Examine media (social media, news items, influencers) representations of physical activity to identify how the media influences participation (e.g. sporting stars and role models, world cup coverage).	10P11 Modify a physical activity by using adapted physical education strategies, assistive technologies, or modified equipment to respond to diverse needs (e.g. practicing inclusive language, testing rule modification for seated volleyball, modifying lighting in movement facilities, playing games using beeping or tactile balls, using New Zealand Sign Language for tactics).
9P11 Explain how participation in different sport contexts contributes to personal, group, and national identity (e.g. triathlon).	

Unpacking

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

PHASE 4 BIG IDEA

Social and cultural factors influence how and why people participate in physical activities and sport. Role models, communities, media, organisations, and major events can shape people's choices and experiences. Physical activities and sport can change over time to reflect changing social values and expectations and to support equitable, inclusive, and accessible participation for everyone

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 9 lead into Year 10?

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 9

Year 10

Think about: Resourcing for adapted physical education and assistive technologies. Working alongside disabled ākonga, whānau and learning support. Choosing media texts with care.