



Physical Education  
New Zealand  
Te Ao Kori Aotearoa

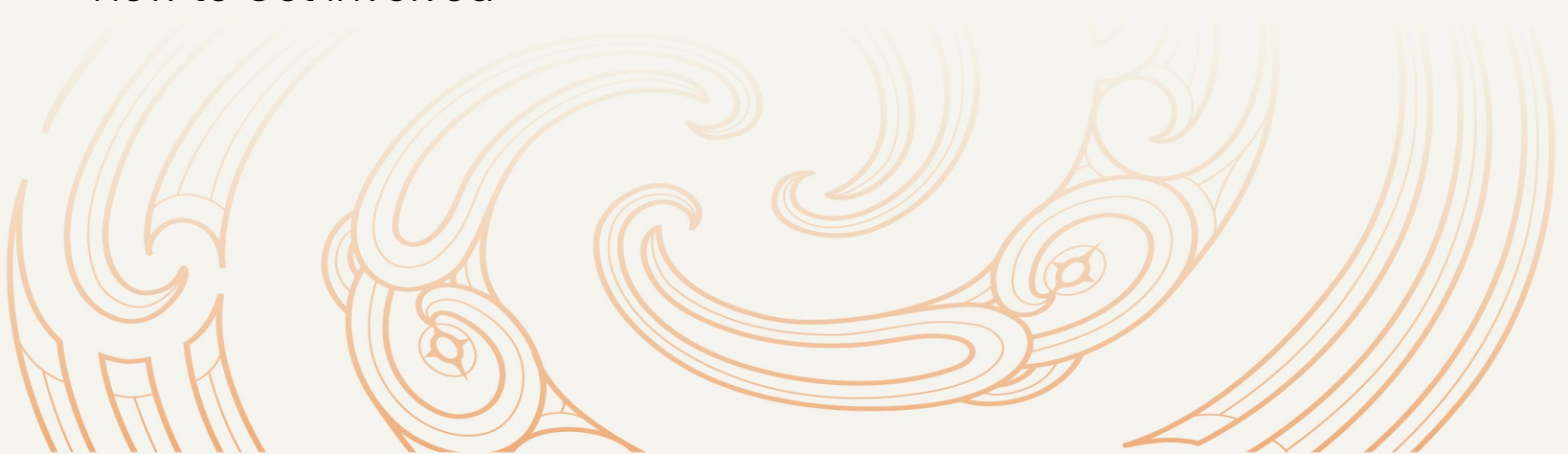
# Understanding the DRAFT **Phase 5: Physical Education Curriculum**

# OVERVIEW

- Curriculum Overview
- Preview the Phase 5 Materials
- What the Draft Includes / Does Not Include
- Wisdom of the Crowd
- How to Get Involved



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# Curriculum Overview



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**Māori Medium**

**English Medium**

**Te Wairoa**

[Years 1-10 \(Draft\)](#)

**Health & PE**

[Years 1-10 \(Draft\)](#)

**Ngā Akoranga Koiri**

[Year 11 \(Draft\)](#)

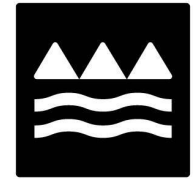
**Physical Education**

[Year 11 \(Draft\)](#)

**Physical Education | Ngā Akoranga**

[Years 12-13 \(Draft\)](#)

**GO TO ↓**



**TĀHŪRANGI**

# Purpose & Vision



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*He oranga ngākau, he pikinga waiora*

*Positive feelings in your heart will raise your sense of self-worth.*

*This whakataukī acknowledges the lifelong and collective journey of learning. The Health and Physical Education learning area supports the development of a kete of knowledge in Physical Education.*

The Phase 5 (Years 11–13) curriculum provides clarity about what students are expected to know and be able to do for every learning area and year level. It supports mastery over time by providing content that is carefully selected and sequenced. The coherent structure enables students to build deep transferable understanding.

Through the study of Physical Education, students draw on knowledge and practices developed in earlier phases of the Health and Physical Education learning area, building on prior movement experiences and participation. Learning at Year 11 focuses on establishing foundational understanding of movement as an embodied and purposeful practice that supports oranga. Students develop understanding of how movement is performed, learned, and experienced in a range of contexts. They also examine how physical, environmental, psychological, and sociocultural factors influence movement and oranga.

Physical Education provides students with foundational disciplinary knowledge to observe, describe, analyse, and apply movement in diverse contexts. Through the introduction of biophysical concepts, skill learning, movement psychology, leadership, and sociocultural perspectives, students begin to understand how values, beliefs, relationships, and context influence movement experiences and participation. Drawing on observation, guided reflection, scientific knowledge, and mātauranga Māori, Physical Education supports learners to develop safe, inclusive, and mana-enhancing movement practices that support individual and collective well-being.

Teaching and learning are informed by the science of learning, recognising that a knowledge-rich approach is the foundation for skills, reasoning, creativity, and innovation. Curriculum design informs assessment, while use of assessment to inform curriculum delivery practice is fundamental to the science of learning across all subjects. Through engagement with coherent disciplinary knowledge, learners develop the capability to understand their world, contribute confidently, and shape sustainable futures.

Does this clearly communicate the purpose of Physical Education? Does this feel like the Physical Education we value in Aotearoa? Is there an appropriate balance between movement, wellbeing, and disciplinary knowledge?

# Subject Descriptor & Pathways



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## Physical Education (Year 11)

Students are taught functional anatomy, exercise physiology, biomechanics, kinesthetic awareness and skill learning as they relate to the moving body, critical physical literacy and performance. Physical Education includes how leadership frameworks, coaching and sport pedagogy and sport psychology shape inclusive, adaptive and performative movement experiences and events. Students are taught how to apply theoretical, scientific and practical knowledge across a range of movement types and environments to critically analyse the social and cultural influences on movement, including how movement contributes to overall well-being. Physical Education leads to pathways in movement and sport sciences, sport coaching and leadership, health and physical activity promotion, community health, fitness and sport performance.

### Built & Engineering World

- Health & Safety Roles
- Outdoor Risk Management

Physical Education supports understanding of human performance, safety, and risk in physical environments.

### Commerce, Law and Society

- Sport & Recreation Management
- Event & Facility Management
- Human Resourcing & Team Leadership
- Policy & Advisory Roles

Physical Education supports teamwork, organisation, and understanding of systems in sport and recreation

### Creative & Cultural Industries

- Performance & Movement
- Sport Media & Content Creation
- Event Presentation & Promotion

Physical Education supports performance, movement, and audience engagement.

### Digital & Data Systems

- Sport Performance Analysis
- Fitness & Performance Tracking
- Digital Coaching & Content

Physical Education supports understanding of performance data and applied analysis

### Food & Primary Systems

- Sport & Exercise Nutrition
- Outdoor & Recreation Industries

Physical Education supports understanding of nutrition and performance

### Health & Human Sciences

- Sport & Exercise Science
- Physiotherapy & Rehabilitation
- Coaching & Athletic Development
- Health & Fitness Industry

Physical Education supports knowledge development of anatomy, biomechanics, training, and human performance

### Natural & Environmental Sciences

- Outdoor Education and Leadership
- Environmental Recreation
- Conservation (field-based roles)

Physical Education supports safe engagement in natural environments

### Public Service, Security & Global Affairs

- Defence & Emergency Services
- Police & Protective Services
- Outdoor Leadership & Instruction
- Community Sport & Recreation

Physical Education supports understanding of physical capability, resilience, teamwork, and leadership under pressure

Do these pathways accurately represent where PE can lead? Are there important pathways missing? Does this positioning strengthen or narrow perceptions of PE?

# Capabilities & “Disciplinary Writing”

## Capabilities

Students develop capabilities through the gradual mastery of disciplinary knowledge and skills. Capabilities reflect students’ capacity to gain, apply, and evaluate knowledge, synthesise information, and to successfully participate in their personal, professional, and community life.

### Knowing and understanding: disciplinary knowledge, concepts, systems, and frameworks

Students acquire and develop foundational movement knowledge. They describe and explain movement phenomena from biomechanical, psychology, skill learning, and sociocultural perspectives. They identify how technique, safety, and participation are influenced by physical, environmental, and cultural factors.

As learning progresses, students move from identifying basic body parts, movement and performance principles, performance, participation, and well-being.

### Analysing and applying: using disciplinary knowledge to interpret situations and solve problems

Students use movement knowledge and simple models to analyse performance and apply skills and tactics; apply introductory biomechanical, physiological, psychological, and tactical adjustments, and connect learning across movement activities.

As learning progresses, students move from recognising space and basic movement principles to improve technique, decision making, and participation.

### Evaluating and synthesising: judging information and integrating perspectives

Students evaluate movement performance, learning processes, strategies, and participate in decision-making, safety, fairness, and limitations; justify decisions using observation, feedback, and suggest improvements.

As learning progresses, students move from describing what worked or did not work to improve performance.

### Representing and communicating: expressing disciplinary thinking and reasoning

Students communicate movement understanding clearly using Physical Education concepts, Physical Education terminology, diagrams, demonstrations, digital media, and peer feedback.

Students construct explanations and evaluations of physical activity and performance by using specific terminology suited to purpose, audience, and context. They produce coherent text to explain effectiveness of performance decisions, while recognising that such analysis is a purposeful and insight into movement, participation, and well-being.

As learning progresses, students move from describing movement and following instructions to support participation and inclusion.

## Disciplinary writing

Each subject has distinct ways of writing within and about the discipline, shaped by its particular discipline-appropriate ways helps students consider the significance and implications of ideas. Composing and constructing a text for a particular purpose, audience, and context. Students develop their understanding in written form. Teaching disciplinary writing practices is important because it deepens student engagement with learning. Disciplinary writing practices are developed to communicate understanding, with an emphasis on the precise use of subject-specific terminology.

In Physical Education, writing is an analytical and reflective practice, enabling students to evaluate movement, performance, well-being, and training. Through writing, students evaluate performance and operate as ongoing processes that track progress, deepen thinking, and inform continuous improvement.

Year 11
<b>Practices</b>
<i>The skills, strategies, and applications to teach</i>
<ul style="list-style-type: none"> <li>• Write clearly and succinctly to explain and evaluate performance, using controlled sentence structures.</li> <li>• Use concise sentence structures to show cause and effect, explaining why strategies lead to outcomes.</li> <li>• Apply precise evaluative language to make justified judgements and recommendations.</li> <li>• Record brief, purposeful reflections and recommendations, clearly and concisely capture key points.</li> </ul>



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Are these capabilities appropriate for Years 11–13? Do they reflect how learning occurs in PE? What capabilities are under-emphasised? Is there enough recognition of practical, visual, oral, and embodied ways of communicating? Will this strengthen learning or create unnecessary barriers?

# Structure & Sequence



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## Year 11

### The Moving Body

- Functional Anatomy and Biomechanics
- Exercise Physiology
- Movement and Oranga

### Moving in Environments

- Skill Learning in Diverse Environments
- Tactical Strategies

### Movement Leadership & Psychology

- Movement Psychology
- Inclusive Leadership & Coaching

### Sociocultural Influences on Movement

- Power & Social Structure in Movement
- Movement Culture

## Year 12 & 13

### The Moving Body

- Functional Anatomy and Biomechanics
- Exercise Physiology
- Movement and Oranga

### Moving in Environments

- Skill Learning in Environments
- **Movement Design & Coaching**

### Movement Leadership & Psychology

- Movement Psychology
- **Mana & Leadership**
- **Movement Ethics**

### Sociocultural Influences on Movement

- Power & Social Structure in Movement
- **Identity & Culture in Movement**
- **Media & Body Culture in Movement**

# Structure & Sequence

The curriculum is organised around four strands:

1. The Moving Body
2. Moving in Environments
3. Movement Leadership and Psychology
4. Sociocultural Influences on Movement

All knowledge and practices are compulsory, although contexts remain flexible.



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Do these four strands adequately represent the discipline? Is anything important missing? Does the sequence build logically? Is the amount of prescribed knowledge manageable? What opportunities exist for integrated learning?



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# Break Out

What are you **EXCITED** about?  
What are you **WONDERING** about?

# Summary of What's the Same



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<b>Across Both (11 &amp; 12-13)</b>	<b>Key Message</b>
<b>Purpose Statement</b>	Movement contributes to wellbeing
<b>Pedagogy</b>	Knowledge-rich and science of learning informed
<b>Organisation</b>	Four common strands
<b>Capabilities</b>	Know, apply, evaluate, communicate
<b>Literacy</b>	Explicit disciplinary writing
<b>Learning</b>	Evidence-informed reasoning
<b>Curriculum Design</b>	Prescribed knowledge, contextual flexibility

# Consultation Questions



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## OVERARCHING QUESTIONS

*These discuss the general thoughts about the learning area rather than specific subject feedback.*

## SUBJECT SPECIFIC QUESTIONS

*Includes questions about pathways visuals, strands, and the alignment of subject descriptions with knowledge and practice statements.*

## QUALITY ASSURANCE QUESTIONS

*Covers coherence and clarity – including year-level appropriateness, progression, inclusivity, and deliverability of the subject.*

## UPLOAD & ADDITIONAL FEEDBACK

*Opportunity to upload supporting documents (PDF, DOC, DOCX – up to 16MB) and provide any other overall feedback.*

[Click here to download the potential survey questions.](#)

**DUE 8 JULY 2026**

Does this curriculum help us  
realise Physical Education as:

Learning **in** movement?

Learning **through** movement?

Learning **about** movement?

Learning **for** movement and  
wellbeing?



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