

An Alternative to the Draft

What could the Physical Education Curriculum look like?

Kia ora koutou,

Over the past year, many of you have engaged deeply with the draft Health and Physical Education curriculum. You have read it, trialled aspects of it, debated it with colleagues, and provided considered feedback.

PENZ has been working with the sector to understand the needs of Physical Educators and establish a clear framework to provide guidance to the Ministry. We have also been working alongside key partners including Education Outdoors New Zealand, Water Safety New Zealand, and Drowning Prevention Auckland to work through some of the complexities and opportunities presented by the Draft Curriculum. While we are sharing the perspectives of our partners, our priority has been and remains advocating for quality Physical Education.

We also acknowledge the commitment from the Ministry of Education to continue working alongside PENZ through this process. As part of the current consultation, we have shared this alternative framing with the Ministry as a constructive contribution to the ongoing development of the curriculum.

As a community, you have also been clear. Physical Education matters. It matters as a discipline, as a site of learning, and as a space where young people come to understand themselves, others, and the world through movement. This communication is to share where PENZ has been working, why we have developed an alternative framing, and what we believe is possible for Physical Education in Aotearoa New Zealand.

We know it's not perfect, and we know it still needs work. However, we share this now in the hopes that it will continue to provoke critical reflection, conversation and assist individuals and organisations as they continue to provide feedback to the Ministry as a part of the current consultation process.

Submissions on the draft are open until Friday, 24 April 2026. You can access the form for submissions at <https://education.surveymonkey.com/r/NWCBTPH>.

Ngā mihi mahana,



Heemi McDonald

Kaihautū Whakahaere | Chief Executive
Physical Education New Zealand

Why Develop an Alternative?

The current draft curriculum has highlighted a number of concerns that have been consistently raised across the sector. These include:

- A narrowing of Physical Education toward performance and activity, rather than a clear articulation of disciplinary knowledge
- A lack of coherence in how knowledge builds over time
- Limited clarity around what students are expected to know, understand, and be able to do
- The risk of Physical Education becoming fragmented, diluted, or positioned as a service subject

At its core, the issue is not simply about what is included or excluded. It is about the integrity of the learning area.

Physical Education is not just participation in activity. It is a knowledge-rich discipline that helps young people understand movement, develop capability, and make sense of their experiences in physical activity, sport, and the wider world.

This alternative framing has been developed to respond directly to this. It is not a replacement curriculum. It is a contribution. It is intended to support thinking, provide clarity, and offer a coherent way forward that reflects the strength of our subject.

How Was the Alternative Constructed?

This alternative has been developed through:

- Ongoing engagement with the PENZ community
- Analysis of the draft curriculum and its underlying assumptions
- Drawing on established disciplinary knowledge in Physical Education
- Collaboration with sector partners and expert knowledge holders

Underpinning all of this work is a clear commitment to hauora as a central organising concept, and to learning in, through, and about movement.

These foundations ensure that Physical Education remains grounded in meaningful movement experiences, reflecting an Aotearoa New Zealand context, while also developing the knowledge, understanding, and critical insight that sit at the heart of the discipline.

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How is the Alternative Organised?

At the centre of this work is a simple organising idea, Physical Education should be structured around what students come to know about movement.

This has led to the development of four disciplinary lenses:

MOVING BODIES	MOVING WITH OTHERS
How bodies move, respond to activity, and develop capability through participation over time.	How movement is organised, experienced and coordinated with others in shared activity contexts.
MOVEMENT SKILLS & ENVIRONMENTS	INFLUENCES ON MOVEMENT
How movement skills are learned, adapted, and refined across different activities and environments.	How social, cultural, and environmental contexts shape movement participation and experiences.

These lenses provide a coherent way of organising knowledge across the phases of learning, ensuring that learning builds, deepens, and connects over time.

Outdoor Education and Aquatic Competence are components of learning in Aotearoa New Zealand and are positioned by the Draft as part of Physical Education. As such, we are sharing on behalf of partner organisations the Outdoor Education perspective, developed by Education Outdoors New Zealand and Aquatic Competence, developed by representatives from Water Safety New Zealand and Drowning Prevention Auckland.

OUTDOOR EDUCATION	AQUATIC COMPETENCE
How people engage with, interpret, and respond to natural environments through place-responsive decision-making.	How people move, survive, and make decisions in aquatic environments across changing conditions.

All of the Knowledge and Practice statements are DRAFT and reflect an intention or direction of travel rather than a final, fully formed outcome.

What is Missing in the Current Draft?

Alongside the development of this alternative framing, PENZ is clear that there are key elements that should sit across the entire Health and Physical Education learning area that are currently absent, underdeveloped, or at risk of being lost. These are not peripheral. They are foundational.

1. A clear socio-ecological framing of learning

The relationship between the individual, others, and the wider environment must remain central. Learning should explicitly recognise that behaviour, participation, and wellbeing are shaped by interacting social, cultural, political, and environmental influences.

2. Hauora as an organising concept

Hauora provides a uniquely Aotearoa New Zealand way of understanding wellbeing. It should not be removed. It must actively shape how learning is structured, understood, and enacted.

3. Te Tiriti o Waitangi as a foundational commitment

The curriculum must give clear and explicit effect to Te Tiriti. This includes:

- Valuing and protecting mātauranga Māori
- Supporting equitable outcomes for Māori learners
- Enabling culturally located approaches to teaching and learning

4. Critical inquiry and socio-cultural learning

Students must be supported to examine:

- How movement experiences are socially constructed
- Issues of equity, access, inclusion, and power
- The ways systems and structures shape participation and opportunity

5. Coherence across Health and Physical Education

Health and Physical Education must connect in purposeful ways, while still maintaining the integrity of each area. Fragmentation weakens learning. Coherence strengthens it.

6. A strengths-based, inclusive approach to participation

The curriculum must actively support diverse learners. This includes recognising:

- Different bodies, abilities, identities, and experiences
- The need for adaptive and inclusive practices
- The importance of belonging and meaningful participation

7. Clarity of knowledge and progression

Across the full HPE learning area, there must be a clear articulation of what students learn, logical progression over time and alignment between knowledge, practice, and assessment.

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What Sits Behind Our Approach?

We have made deliberate decisions to adhere to some underlying principles. Our approach has been guided by a desire to be both pragmatic and aspirational. We recognise that the Ministry of Education's approach to curriculum is grounded in a 'knowledge-rich, science of learning' framework. Therefore, we have made efforts to work within this framework. Therefore, we have framed the alternative based on the following:

1. A knowledge-rich Physical Education

Students are supported to understand:

- How the body works and adapts
- How movement is produced and improved
- How participation is shaped by systems and contexts
- How movement connects to identity, culture, and community

This is propositional knowledge and gives students something to think with, not just something to do.

2. Coherence across phases

Learning is structured so that knowledge builds across time. Concepts are revisited, extended, and applied in increasingly complex ways, rather than repeated or disconnected.

3. Movement as the context, not the outcome

Movement remains central. This includes all forms of play, physical activity, sport, games, and recreation. But they are the context through which learning happens, not the endpoint.

4. Bicultural grounding that is meaningful

Mātauranga Māori is not added in as an overlay. It is embedded within how we understand movement, identity, relationships, and environment. Concepts, while not always explicitly mentioned, have space and are woven through the knowledge, not positioned as separate or tokenistic inclusions.

What this Means

This alternative is not asking teachers to start again.

It is intended to:

- Clarify what sits at the heart of Physical Education
- Support planning that is deliberate and coherent
- Strengthen the connection between what we teach and why we teach it
- Provide language and structure that can be used in departments, kura, and schools

Many of you will already see your practice reflected in this framing. For others, it may provide a way to refine and strengthen existing approaches.

Our aspirations for Physical Education in Aotearoa

PENZ is clear about the role and potential of Physical Education.

We believe that all ākonga should experience a Physical Education that:

- **Builds deep understanding** of movement and the body;
- **Develops capability, confidence, and agency;**
- Reflects the **bicultural** foundations of **Aotearoa New Zealand;**
- Connects to the **diverse identities, cultures, and communities** of our learners;
- Prepares young people for **lifelong engagement in movement, physical activity, and wellbeing.**

We also believe that:

- Physical Education must retain its integrity as a distinct learning area;
- Time, space, and resourcing must reflect its importance;
- Teachers must be supported with clarity, not ambiguity;
- The curriculum must be something that the sector can stand behind with confidence.

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Where to From Here

This work is ongoing.

Over the coming months, PENZ will:

- Continue to engage with members and the wider sector
- Refine the advice and guidance we provide based on feedback
- Provide practical supports and examples for implementation
- Advocate for a curriculum that reflects the needs of learners and the expertise of the profession

We encourage you to read the alternative framing, discuss it with your colleagues, and consider how it aligns with your own understanding of quality Physical Education.

Your voice remains critical in this process.

Endorsing this Alternative

This alternative has been developed as a contribution to the current consultation process, and as a way of strengthening the collective voice of the Physical Education community.

If you, your kura, school, or organisation **support the direction this document is heading or the 'essence' of it**, we invite you to do so by completing the endorsement form by 21 April 2026.

Link to the form: <https://forms.gle/woKgSjv9W4kEJVdXA>

PENZ will collate and submit a list of endorsing individuals and organisations to the Ministry of Education ahead of the consultation closing date of 24 April.

This is an opportunity to signal clear, collective support for a strong, coherent, and knowledge-rich future for Physical Education in Aotearoa New Zealand.

**HE AO KORI, HE AO MĀTAURANGA
A WORLD OF MOVEMENT IS A WORLD OF LEARNING**

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Strand Descriptors

This framework organises PE knowledge into four disciplinary lenses. Outdoor Education and Aquatic Competencies are elaborated to support understanding how they work as part of the overall framework.

Moving Bodies	Moving with Others	Movement Skills & Environments	Influences on Movement
<p>How bodies move, respond to activity, and develop capability through participation over time.</p>	<p>How movement is organised and coordinated with others in shared activity contexts.</p>	<p>How movement skills are learned, adapted, and refined across different activities and environments.</p>	<p>How social, cultural, and environmental contexts shape movement participation and experiences.</p>
<p>Students learn how the body creates movement and responds to physical activity. This includes understanding how muscles, joints, and body systems like the heart and lungs work together to support movement.</p> <p>They explore how the body reacts to different types of activity, such as changes in intensity, duration, and effort. Students learn how things like preparation, pacing, and recovery help them move well and keep going over time.</p> <p>Students are introduced to key ideas about how movement works, including force, balance, stability, and coordination. These help them understand how to move efficiently, safely, and with control.</p> <p>Over time, students learn how their movement capability develops through practice and experience. They begin to understand how movement can feel, how their body responds, and how positive, enjoyable experiences can build confidence and motivation to keep participating.</p> <p>Together, this learning helps students understand how their bodies move, adapt, and develop through movement across their lives.</p> <p>Together, this learning helps students understand how their bodies move, adapt, and develop through movement across their lives.</p>	<p>Students learn how thoughts, feelings, and emotions influence how they take part in movement. This includes understanding how confidence, motivation, and focus affect participation, learning, and performance.</p> <p>They explore how people work together in movement settings. This includes how communication, feedback, and roles help individuals and groups move effectively and enjoy shared experiences.</p> <p>Students learn how leadership supports participation. They develop understanding of how to include others, respond to different abilities, and create positive and supportive movement environments.</p> <p>They also learn how activities are organised, including rules, roles, and structures that help movement happen safely and fairly. Planning, organising, and reflecting on activities helps improve group coordination and shared success.</p> <p>Across their learning, students come to understand how working with others can make movement more enjoyable, meaningful, and connected</p>	<p>Students learn about the many ways people can move. Movement can be playful, expressive, fitness-based, or part of games and sport. Different types of movement place different demands on the body and require different skills.</p> <p>They explore how movement happens in different environments, including indoor and outdoor spaces. Students learn how things like space, surfaces, equipment, and conditions affect how they move and what choices they make.</p> <p>Students develop awareness of how their body feels during movement. They learn to notice things like balance, body position, breathing, and rhythm, and use this to adjust and improve how they move.</p> <p>They learn that movement skills develop through exploration, practice, and feedback. Playful and enjoyable movement experiences are important for trying new things, solving problems, and building confidence.</p> <p>Students come to understand that movement is shaped by the interaction between themselves, the task, and the environment. They learn to adapt their skills to suit different situations.</p> <p>Together, this learning helps students understand how movement skills are developed, refined, and expressed in a wide range of contexts</p>	<p>Students learn that movement and sport are shaped by people, cultures, and communities. Different groups value and experience movement in different ways, based on their traditions, beliefs, and shared experiences.</p> <p>They explore how movement connects to identity. Taking part in games, sport, and physical activity can help people feel a sense of belonging and connection to others.</p> <p>Students learn that movement is more than organised sport. It includes play, recreation, cultural practices, and everyday activity. They come to understand that enjoyment and positive experiences play an important role in whether people choose to participate.</p> <p>They also examine how factors such as family, community, access to spaces, and social expectations influence participation. This helps them see that opportunities to take part in movement are shaped by more than just individual choice.</p> <p>Over time, students learn how movement reflects and shapes culture, relationships, and community life. They begin to think critically about how movement experiences are created and what they mean for individuals and groups.</p>

The Whakapapa of the Strands: Disciplinary Knowledge

Each of the strands has been linked with PE specific, disciplinary knowledge. In outlining the relevant knowledge, the subsequent knowledge statements and practice examples are an effort to articulate what might be age and stage appropriate learning experiences.

Moving Bodies	Moving with Others	Movement Skills & Environments	Influences on Movement
<p>PHASES 1-3</p> <ol style="list-style-type: none"> Functional Anatomy & Exercise Physiology for Movement How body structures and systems (musculoskeletal, cardiorespiratory) enable movement and respond to movement demands. Effort Regulation, Pacing, & Recovery How regulation of effort and management of recovery support sustained participation and performance. Acute Physiological Responses & Adaptation How bodies acutely respond to intensity, duration, load, fatigue, and recovery, and how movement capability changes over time in response to participation and conditions. Biomechanics of Movement How force, alignment, sequencing, and stability shape movement outcomes (the mechanics). Personal Abilities & Capabilities How human beings have different bodily abilities and capabilities. <p>PHASES 4-5</p> <ol style="list-style-type: none"> Movement Contributions to Hauora, Health & Wellbeing How participation in movement contributes to physical capability and wellbeing over time (movement-derived, not generic health advice). 	<p>PHASES 1-2</p> <ol style="list-style-type: none"> Movement Psychology (Identity, Motivation & Confidence) How movement experiences shape motivation, confidence, self-efficacy, and the development of movement identities over time. Coordination in Shared Movement Contexts How roles, spacing, timing, and communication enable collective movement. Tactical Decision-Making How movement decisions are shaped by the positioning and actions of others in dynamic contexts. Collective Performance Systems How coordinated movement systems operate in team and group activities (patterns of play, role interdependence, inclusive practice). Interpersonal Dynamics in Movement Contexts How interaction patterns influence movement coordination and collective rhythm (without generic SEL drift). <p>PHASE 3</p> <ol style="list-style-type: none"> Cooperative & Competitive Strategies How different strategic forms shape participation and performance outcomes. Physical Activity & Sports Events How events and experiences require planning. Risk Practices in Movement Environments How context-aware, responsive risk practices support safe and inclusive participation. <p>PHASES 4-5</p> <ol style="list-style-type: none"> Leadership in Movement Contexts How organising roles, positioning, communication, and responses to changing demands supports collective movement and participation. 	<p>PHASES 1-2</p> <ol style="list-style-type: none"> Kinaesthetic Awareness & Perception–Action Coupling How sensory feedback (proprioception, kinaesthetic feedback) informs movement control and adjustment. Technique & Skill Execution How technique influences efficiency, control, safety, and task success. Feedback & Refinement Processes How feedback informs movement adjustment and skill development over time. Movement Types How different types of movement support participation in environments (incidental, expressive, fitness-related etc...). Interacting Constraints on Movement How task, environmental, and organisational constraints shape movement possibilities and strategies. Environmental Conditions & Hazards How terrain, weather, surfaces, and conditions shape movement demands and behaviour. <p>PHASE 3</p> <ol style="list-style-type: none"> Skill Transfer How movement skills transfer across contexts when underlying demands and coordination patterns are similar. <p>PHASES 4-5</p> <ol style="list-style-type: none"> Movement Analysis How qualitative and quantitative data can be used to analyse movement performance. Access & Design of Movement Contexts How spaces, equipment, and organisational structures shape who is enabled to participate and how participation occurs. Methods & Principles of Training (MOTS & POTS) How training methods and principles (e.g. overload, specificity, progression) develop movement capability and fitness components relevant to task demands. 	<p>PHASES 1-5</p> <ol style="list-style-type: none"> Systems Shaping Participation How organisational, social, and structural systems influence movement opportunities and patterns of engagement. Diversity of Movement Experiences How understanding and experiences of movement are shaped by cultural factors. Traditions, Customs & Cultures How sports and physical activity settings have traditions, customs and cultures. Teams, Clubs, Communities & Eco-systems How we get to know and find our communities of movement. Participation–Environment Relationships How patterns of participation influence how movement environments are used, managed, and sustained over time.

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Physical Education (Phase Overview)

Outlined are proposed **KNOWLEDGE and PRACTICE THEMES**. These reflect the intention. We have developed more detailed knowledge and practice statements which have already been shared with the MOE.

	PHASE 1					
	During Year 1	During Year 2	During Year 3	During Year 1	During Year 2	During Year 3
	KNOWLEDGE THEMES			PRACTICE THEMES		
Moving Bodies How bodies move, respond to activity, and develop capability through participation over time.	<ul style="list-style-type: none"> Exploring movement. Body responses to activity. Preparation and rest. Movement through play. 	<ul style="list-style-type: none"> Exploring movement. Body responses to activity. Preparation and rest. Movement through play. 	<ul style="list-style-type: none"> How body parts help us move. Body responses to intensity and duration. Managing effort in movement. Movement demands and capability. Coordinated movement systems. 	<ul style="list-style-type: none"> Exploring movement through play. Basic control of body shapes and actions. Moving in different ways (e.g. <i>speed, direction, level</i>). Noticing body responses during activity. 	<ul style="list-style-type: none"> Developing coordination and control in movement. Performing simple movement sequences. Using warm-up and rest in activity. Comparing body responses before and after movement. 	<ul style="list-style-type: none"> Name muscles used in a movement and describe what each one is doing. Managing effort and pacing. Performing more complex and controlled movement sequences. Adjusting movement based on task demands. Comparing and explaining movement responses and participation.
Moving with Others How movement is organised, experienced and coordinated with others in shared activity contexts.	<ul style="list-style-type: none"> Moving in relation to others. Signals, rules, and safety. Space and awareness. Beginning cooperation. 	<ul style="list-style-type: none"> Moving in relation to others. Signals, rules, and safety. Space and awareness. Beginning cooperation. 	<ul style="list-style-type: none"> Adapting movement in group contexts. Coordinated movement for shared outcomes. Communication and cooperation. Relationships and participation. 	<ul style="list-style-type: none"> Responding to others' movement (e.g. <i>chase, follow</i>). Taking turns and following simple rules. Stopping and starting on cue. Maintaining personal space in group movement. 	<ul style="list-style-type: none"> Adjusting speed and direction in response to others. Combining movement and simple strategies (e.g. <i>pass and move</i>). Communicating during group movement tasks. Anticipating simple movement actions of others. 	<ul style="list-style-type: none"> Coordinating movement toward shared goals. Anticipating and responding to others' actions. Adjusting movement based on timing, spacing, and rules. Giving and using feedback to improve group movement.
Movement Skills & Environments How movement skills are learned, adapted, and refined across different activities and environments.	<ul style="list-style-type: none"> Exploring movement skills. Space and equipment in movement. Practice and repetition. Body control in movement. 	<ul style="list-style-type: none"> Technique and control. Body coordination in movement. Practice and feedback. Environment and participation. 	<ul style="list-style-type: none"> Technique and control. Body coordination in movement. Practice and feedback. Environment and participation. 	<ul style="list-style-type: none"> Exploring different ways to move and use objects. Practising basic movement skills (e.g. <i>rolling, throwing, jumping</i>). Adjusting movement based on simple task demands. Recognising space and boundaries for safe movement. 	<ul style="list-style-type: none"> Developing control and coordination in movement skills. Adjusting movement based on space, equipment, and task. Using feedback to improve movement performance. Participating in modified games with changing movement demands. 	<ul style="list-style-type: none"> Adapting movement techniques for different tasks and environments. Applying control, balance, and coordination in more complex tasks. Comparing movement performance and effort across activities. Adjusting movement in response to rules, space, and environment.
Influences on Movement How social, cultural, and environmental contexts shape movement participation and experiences.	<ul style="list-style-type: none"> Movement and shared experiences. Rules and roles in participation. Movement, play, and culture. Connecting through movement. 	<ul style="list-style-type: none"> Movement across contexts. Rules and participation. Differences in participation. Movement and group identity. 	<ul style="list-style-type: none"> Movement and broader contexts. Communities and participation. Change in movement practices. Movement, identity, and relationships. 	<ul style="list-style-type: none"> Participating in shared movement experiences. Following simple rules and roles in activities. Engaging in movement linked to stories, play, and culture. Recognising how movement connects people. 	<ul style="list-style-type: none"> Participating in a range of movement activities from different contexts. Applying and adapting simple rules in movement. Recognising different preferences and ways of participating. Engaging in movement that reflects group identity and shared practices. 	<ul style="list-style-type: none"> Participating in movement across different cultural and community contexts. Exploring how rules, roles, and structures shape participation. Recognising how movement experiences differ across individuals and groups. Adapting and creating movement activities within different contexts.

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	PHASE 2					
	During Year 4	During Year 5	During Year 6	During Year 4	During Year 5	During Year 6
	KNOWLEDGE THEMES			PRACTICE THEMES		
<p>Moving Bodies</p> <p>How bodies move, respond to activity, and develop capability through participation over time.</p>	<ul style="list-style-type: none"> Effort and recovery in participation. Body responses to movement. Developing movement through participation. Preparation for movement. 	<ul style="list-style-type: none"> Intensity and duration of movement. Pacing and sustained participation. Physical states and performance. Muscles and controlled movement. 	<ul style="list-style-type: none"> Adaptation through participation. Movement quality and context. Individual differences in movement. Participation and confidence. How muscles and joints create movement. 	<ul style="list-style-type: none"> Noticing body responses during and after activity. Using simple pacing and effort strategies. Participating in warm-up and cool-down routines. Comparing movement before and after activity. 	<ul style="list-style-type: none"> Applying pacing strategies in continuous activities. Monitoring effort and physical responses during movement. Using structured preparation and recovery strategies. Comparing different movement approaches and their effects. 	<ul style="list-style-type: none"> Planning and applying pacing and recovery strategies. Monitoring and evaluating changes in performance over time. Adjusting movement and technique based on task and context. Tracking and comparing movement performance across activities. Name main muscles and describe their role in a movement Identifying muscles used in a movement and describe what each one is doing.
<p>Moving with Others</p> <p>How movement is organised, experienced and coordinated with others in shared activity contexts.</p>	<ul style="list-style-type: none"> Movement decisions in relation to others. Coordinating movement in shared activities. Communication and simple strategies. Rules, roles, and tikanga in movement. 	<ul style="list-style-type: none"> Strategies in cooperation and competition. Feedback and group performance. Communication and role coordination. Developing tactical awareness. 	<ul style="list-style-type: none"> Collective coordination and performance. Leadership in group movement. Adapting decisions in dynamic contexts. Communication and strategy in outcomes. 	<ul style="list-style-type: none"> Adjusting movement based on others' position and actions. Applying simple movement strategies in group activities. Maintaining spacing and role awareness in small-sided tasks. Using simple communication to support coordination. 	<ul style="list-style-type: none"> Applying tactical movement strategies in games. Giving and using feedback to improve group performance. Coordinating movement in attack and defence situations. Selecting movement options based on others' actions. 	<ul style="list-style-type: none"> Coordinating team movement in dynamic game situations. Adapting strategies based on game context and performance. Applying leadership to support group coordination. Evaluating and refining team performance through feedback.
<p>Movement Skills & Environments</p> <p>How movement skills are learned, adapted, and refined across different activities and environments.</p>	<ul style="list-style-type: none"> Developing movement through practice. Technique and control in movement. Space and environment in movement. Forces and basic movement production. 	<ul style="list-style-type: none"> Practice and skill development. Body systems and movement. Environment and safety. Movement efficiency and technique. 	<ul style="list-style-type: none"> Adapting movement across contexts. Biomechanics and performance. Organisation and participation. Risk and safety in movement. 	<ul style="list-style-type: none"> Observing and improving basic movement technique. Modifying space and equipment to explore movement. Practising skills in different contexts. Identifying simple hazards and maintaining safe movement. 	<ul style="list-style-type: none"> Structuring practice to improve performance. Using feedback and simple data to reflect on movement. Adjusting movement based on environment and conditions. Comparing movement performance across tasks. 	<ul style="list-style-type: none"> Designing and applying structured practice to improve performance. Analysing and refining movement using feedback and data. Adapting technique and strategy to suit context and environment. Planning and managing movement in shared and dynamic environments.
<p>Influences on Movement</p> <p>How social, cultural, and environmental contexts shape movement participation and experiences.</p>	<ul style="list-style-type: none"> Movement, culture, and social expectations. Movement and group identity. Rules and participation. Access and opportunity. 	<ul style="list-style-type: none"> Cultural values and movement practices. Systems organising participation. Access, opportunity, and environment. Movement and identity. 	<ul style="list-style-type: none"> Movement and broader social influences. Culture, media, and community contexts. Participation across contexts. Identity and movement. 	<ul style="list-style-type: none"> Participating in movement across school and community contexts. Following and applying rules and conventions in activities. Recognising how movement connects to groups and identity. Exploring how space and resources influence participation. 	<ul style="list-style-type: none"> Participating in structured and organised movement contexts. Applying rules, roles, and expectations in group activities. Recognising how access and opportunity influence participation. Exploring different types of movement (e.g. cooperative and competitive). 	<ul style="list-style-type: none"> Exploring how movement opportunities differ across contexts. Analysing how rules, systems, and structures shape participation. Recognising how identity is expressed through movement. Adapting participation to different social and environmental conditions.

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	PHASE 3			
	During Year 7	During Year 8	During Year 7	During Year 8
	KNOWLEDGE THEMES		PRACTICE THEMES	
<p>Moving Bodies</p> <p>How bodies move, respond to activity, and develop capability through participation over time.</p>	<ul style="list-style-type: none"> • Movement responses and body systems. • Effort regulation and participation. • Movement and hauora. • Adaptation through participation. • How muscles and joints work together in movement. 	<ul style="list-style-type: none"> • Energy systems and movement demands. • Adaptation and performance over time. • Fatigue, recovery, and movement quality. • Environmental influences on movement. 	<ul style="list-style-type: none"> • Monitoring effort and body responses during activity. • Applying pacing strategies in different movement contexts. • Comparing different types of activity (<i>e.g. short vs sustained</i>). • Using simple strategies to manage effort and maintain participation. • Explain how muscles and joints work together in a specific skill. 	<ul style="list-style-type: none"> • Analysing body responses to different movement demands. • Adjusting effort and pacing based on activity context. • Monitoring and comparing performance across tasks. • Designing and applying preparation strategies for movement.
<p>Moving with Others</p> <p>How movement is organised, experienced and coordinated with others in shared activity contexts.</p>	<ul style="list-style-type: none"> • How interpersonal dynamics influence movement and decision making. • How roles, spacing, and timing support coordinated movement. • How tactical awareness supports cooperation and competition. • How communication supports group performance. 	<ul style="list-style-type: none"> • How coordinated movement supports team performance in dynamic contexts. • How tactical decisions influence collective outcomes. • How leadership supports coordination, roles, and communication. • How performance analysis supports improvement in team movement. 	<ul style="list-style-type: none"> • Applying roles, spacing, and timing in group activities. • Using simple tactical strategies in game contexts. • Adjusting movement based on others' actions. • Using communication to support coordination and performance. 	<ul style="list-style-type: none"> • Applying and adapting tactical strategies in game situations. • Analysing team performance and decision making. • Leading and contributing to group coordination and strategy. • Using feedback to refine team movement and performance.
<p>Movement Skills & Environments</p> <p>How movement skills are learned, adapted, and refined across different activities and environments.</p>	<ul style="list-style-type: none"> • Interpersonal dynamics and movement decisions. • Roles, spacing, and timing in coordination. • Tactical awareness in group movement. • Communication and group performance. 	<ul style="list-style-type: none"> • Coordinated movement in dynamic contexts. • Tactical decision making and collective outcomes. • Leadership in group coordination. • Performance analysis and improvement. 	<ul style="list-style-type: none"> • Applying roles, spacing, and timing in group activities. • Using simple tactical strategies in game contexts. • Adjusting movement based on others' actions. • Using communication to support coordination and performance. 	<ul style="list-style-type: none"> • Applying and adapting tactical strategies in game situations. • Analysing team performance and decision making. • Leading and contributing to group coordination and strategy. • Using feedback to refine team movement and performance.
<p>Influences on Movement</p> <p>How social, cultural, and environmental contexts shape movement participation and experiences.</p>	<ul style="list-style-type: none"> • Social and cultural influences on movement. • Movement, identity, and belonging. • Community values and participation. • Systems and access in movement. 	<ul style="list-style-type: none"> • Movement as socially constructed. • Culture, identity, and participation. • Social expectations and movement norms. • Movement and community influence. 	<ul style="list-style-type: none"> • Investigate sports or movement activities valued in their local community and present findings. • Compare participation patterns between recreational activities and organised sport. • Participate in a traditional cultural movement activity (<i>e.g. ki-o-rahi, kapa haka movement sequence</i>). • Reflect on how participation in a school team or group activity contributes to belonging. 	<ul style="list-style-type: none"> • Analyse how different communities prioritise different sports or activities. • Discuss how cultural values shape movement traditions. • Reflect on how movement experiences shape personal identity and motivation.

An Alternative to the Draft

What could the Physical Education Curriculum look like?

	PHASE 4			
	During Year 9	During Year 10	During Year 9	During Year 10
	KNOWLEDGE THEMES		PRACTICE THEMES	
<p>Moving Bodies</p> <p>How bodies move, respond to activity, and develop capability through participation over time.</p>	<ul style="list-style-type: none"> Body systems and movement performance. Energy systems and activity demands. Effort, fatigue, and physiological responses. Structure and function of the body influence on movement How movement supports hauora and wellbeing. 	<ul style="list-style-type: none"> Integrated body systems and adaptation. Training principles and capability development. Responding to performance and body feedback. Interaction of body structures to support movement performance How lifestyle influences hauora, wellbeing and movement. 	<ul style="list-style-type: none"> Applying effort and pacing across different movement activities. Recognising and responding to body feedback during activity (e.g. <i>breathing, fatigue</i>). Using preparation and recovery strategies to support participation. Exploring how different activities place demands on the body. Identifying bones and muscle groups in movement contexts. 	<ul style="list-style-type: none"> Designing and applying strategies to improve movement capability. Using feedback to adjust performance in different contexts. Refining movement efficiency through technique and control. Evaluating how the body responds and adapts to training and participation over time. Describing how bones and muscles work together to influence movement performance.
<p>Moving with Others</p> <p>How movement is organised, experienced and coordinated with others in shared activity contexts.</p>	<ul style="list-style-type: none"> Tactical decision making in movement. Coordination and collective performance. Communication and feedback in group movement. Psychological factors in participation and performance. 	<ul style="list-style-type: none"> Collective systems and coordinated performance. Tactical systems and movement strategy. Leadership and inclusive practice. Psychological influences on participation and persistence. 	<ul style="list-style-type: none"> Applying tactical thinking in dynamic movement contexts. Coordinating movement through timing, spacing, and communication. Responding to roles and responsibilities in group contexts. Contributing to shared movement outcomes through cooperation. 	<ul style="list-style-type: none"> Designing and adapting tactical systems in group movement. Leading and supporting inclusive participation. Analysing and refining collective performance. Using strategies to manage confidence, focus, and motivation in performance.
<p>Movement Skills & Environments</p> <p>How movement skills are learned, adapted, and refined across different activities and environments.</p>	<ul style="list-style-type: none"> Skill learning and movement performance. Foundations of biomechanics and movement efficiency. Training methods and fitness development. Environmental constraints and movement solutions. 	<ul style="list-style-type: none"> Movement analysis and performance evaluation. Biomechanical principles and movement efficiency. Training principles and capability development. Constraints and environmental design. 	<ul style="list-style-type: none"> Refining movement skills across varied contexts. Adapting movement to changing environments and constraints. Using feedback to improve performance. Exploring different forms of movement to solve challenges. Exploring how body position and balance influence movement. 	<ul style="list-style-type: none"> Analysing and improving movement performance. Applying training methods to develop capability. Designing movement solutions for complex environments. Modifying tasks and environments to support participation. Applying biomechanical ideas to refine technique and performance.
<p>Influences on Movement</p> <p>How social, cultural, and environmental contexts shape movement participation and experiences.</p>	<ul style="list-style-type: none"> Movement, identity, and social norms. Social structures and participation. Movement and cultural values. Media and community influence. 	<ul style="list-style-type: none"> Movement within social systems. Identity, belonging, and inclusion. Social construction of movement. Systems shaping participation. 	<ul style="list-style-type: none"> Exploring how identity, culture, and community shape movement. Understanding how participation is influenced by context. Examining how systems and structures shape opportunities. Describing how experiences influence participation and enjoyment. 	<ul style="list-style-type: none"> Analysing how movement is shaped by social and cultural systems. Investigating equity, access, and inclusion in movement contexts. Designing more inclusive movement opportunities. Evaluating how movement connects to identity and belonging.

Partner Contributions

What could Outdoor Education & Aquatic Competence look like?

Descriptors for Outdoor Education & Aquatic Competence

The Outdoor Education components are shared here on behalf of Education Outdoors New Zealand (EONZ) and the Aquatic Competence components are contributions from representatives of Water Safety New Zealand and Drowning Prevention Auckland.

Outdoor Education	Aquatic Competence
<p>How learners engage safely, confidently, and meaningfully in natural environments through place-responsive judgement.</p>	<p>How people participate safely, confidently, and adaptively in aquatic environments across varied water contexts.</p>
<p>Students learn propositional knowledge about how people participate safely, confidently, and meaningfully through engagement in the natural environment, and how place-responsive judgement is developed through interacting environmental, social, and organisational demands.</p> <p>This includes how navigation and wayfinding support locational awareness and route planning; how weather and changing conditions shape comfort, risk, and decisions; how planning, preparation, and safety systems support risk management in relation to hazards, group capability, and activity demands; how environmental interpretation (including ecological and local cultural knowledge) informs respectful and reciprocal care for place (tiakitanga); and how group roles, leadership, and shared decision-making shape collective outcomes.</p> <p>These understandings include how outdoor experiences build agency and wellbeing over time.</p>	<p>Children are introduced to water through playful and supported experiences that help them feel confident and comfortable in and around water. Through play, they begin to learn important survival skills and build an understanding of how to stay safe.</p> <p>They learn to recognise basic hazards, understand their own abilities, and practise simple actions that help keep them safe. The focus is on developing confidence, calmness, and good decision-making in both pool settings and simple open water environments such as lakes, rivers, and the sea.</p> <p>As they progress, students learn how safe participation in aquatic environments depends on recognising hazards, applying water safety principles, and using aquatic skills to stay afloat, move, and respond in changing conditions.</p> <p>They develop understanding of how skills such as safe entry and exit, floating, sculling, treading water, underwater movement, rotation, and propulsion help them stay in control and maintain breathing and visibility in the water.</p> <p>Students also learn how different environments change what is required. They explore how factors such as clothing, fatigue, currents, waves, and changing conditions affect how they move and the decisions they need to make.</p> <p>Over time, students build the ability to assess their own capability, make safe choices, and respond appropriately in a range of aquatic situations. Through positive and enjoyable experiences in the water, they develop confidence, competence, and a willingness to continue participating in aquatic activities throughout their lives.</p>
<p>PHASES 1-4</p> <ol style="list-style-type: none"> 1. Place & Environmental Interpretation How to read outdoor places by noticing patterns and relationships in the natural environment (e.g., ecosystems, interdependence, and local features) and using this understanding to make informed decisions and act with care. 2. Navigation & Wayfinding How location awareness is built through signs, symbols, landmarks, direction, and maps, and how these tools support route planning and safe movement through natural environments. 3. Dynamic Conditions & Weather Judgement How weather and changing environmental conditions influence comfort, safety, and decision-making, and how interpreting forecasts supports preparation and adaptive choices in the outdoors. 4. Risk, Safety, & Preparation Systems How safety outdoors depends on proactive preparation and responsive risk management, identifying hazards, assessing risk in context (environment, activity, group capability), and selecting controls to support safe participation. 5. Relational Practice & Group Functioning Outdoors How outdoor participation is shaped by relationships, roles, and shared decision-making, how individuals contribute to group cohesion, leadership, and collective outcomes in outdoor experiences. 6. Wellbeing, Agency, and Learning Through Challenge How outdoor experiences develop agency by strengthening self-management strategies (e.g., coping with challenge/adversity, confidence, communication, seeking support), and how these support wellbeing and personal growth over time. 	<p>PHASES 1-4</p> <ol style="list-style-type: none"> 1. Aquatic Environments, Hazards, & Water Safety How pools, home water settings, and open-water environments contain different hazards, and how recognising risks, applying water safety rules, and identifying sources of help support safer participation. 2. Buoyancy, Flotation, & Body Orientation How body position, buoyancy, flotation, rotation, and orientation support breathing, stability, visibility, and recovery to a safe position in water. 3. Aquatic Movement & Control How sculling, treading water, underwater movement, propulsion, and efficient movement responses support control, sustained movement, and survival in aquatic environments. 4. Survival Responses in Changing Conditions How survival in water depends on integrating aquatic skills in sequence, including floating, signalling, propulsion, resting, safe exit, and using or adapting to buoyancy aids in response to conditions and unexpected immersion. 5. Open-Water Judgement & Rescue How currents, waves, clothing, fatigue, and environmental variability shape survival demands in rivers, lakes, and seas, and how safe rescue prioritises land-based assistance and minimising risk to self. 6. Aquatic Competence, Confidence, & Participation How perceived ability may differ from actual aquatic survival competence, and how realistic self-assessment, growing water confidence, and participation in aquatic activities support safer decision-making and ongoing engagement over time.

Partner Contributions

What could Outdoor Education & Aquatic Competence look like?

	PHASE 1					
	During Year 1		During Year 2		During Year 3	
	Knowledge	Practices	Knowledge	Practices	Knowledge	Practices
<p>Outdoor Education</p> <p>How learners engage safely, confidently, and meaningfully in natural environments through place-responsive judgement.</p>	<ul style="list-style-type: none"> Responsible behaviours outdoors keep us safe. Being outdoors encourages curiosity, creativity and personal growth. 	<ul style="list-style-type: none"> Following agreed outdoor safety rules and routines while exploring. Identifying who to check in with before going outside (e.g., teacher / whānau caregiver). Exploring local outdoor places (school grounds or local place) by moving on different surfaces (e.g., mud, sand, grass, slopes) through guided activities (e.g., scavenger hunts; collecting/comparing natural objects; creating art out of natural objects). 	<ul style="list-style-type: none"> Learning outdoors is good for social, cognitive and emotional development. Nature deserves our respect/care. Weather influences comfort and experiences in the outdoors. 	<ul style="list-style-type: none"> Working with others to create, build, and play using natural materials (e.g., move logs safely, dig sand structures, build shelters), practicing kindness, turn-taking, and respect for people and place. Following simple codes and rules to apply respectful practices during outdoor activities (e.g., take rubbish, respect plants/animals, leave places tidy). Wearing appropriate clothing/footwear for conditions (e.g., sun hat, warm layer, waterproof layer, closed-toe shoes). 	<ul style="list-style-type: none"> Outdoor experiences with others support relationship development. Signs and symbols support locational awareness and route planning. Outdoor learning builds connections to the natural environment. 	<ul style="list-style-type: none"> Participating in cooperative outdoor group tasks using interpersonal skills (e.g., turn-taking, negotiating, assertive communication, sharing, boundary setting). Using simple maps, signs, and landmarks to locate key places and choose safe routes in familiar environments (e.g., school grounds, local park). Noticing and describing features of the natural environment using the senses (e.g., sights, sounds, textures, smells) and share observations respectfully.
<p>Aquatic Competence</p> <p>How people participate safely, confidently, and adaptively in aquatic environments across varied water contexts.</p>	<ul style="list-style-type: none"> Water environments (pools and simple open-water) contain hazards that require recognising safe entry and exit points and identifying appropriate sources of assistance. Safe participation in shallow water involves controlling body position, flotation, underwater orientation, and rotation to regain a stable breathing position. 	<ul style="list-style-type: none"> Identify water environments that may be at or near home. Identify safe areas to enter and exit shallow water. Enter and exit shallow water assisted. Float on both front and back and regain feet. Go underwater and pick up an object. Demonstrate a controlled rotation from face-down to face-up using effective propulsion. Identify people who can help in an emergency. 	<ul style="list-style-type: none"> Aquatic environments contain identifiable hazards, and safe participation requires recognising these hazards and entering and exiting shallow water independently and safely. Sustained flotation, controlled underwater movement, sculling, and signalling increase stability and visibility, supporting survival and assistance in aquatic environments. 	<ul style="list-style-type: none"> Identify how to get help. Identify potential water hazards in the location that the lesson is being conducted. Get in and out of shallow water safely unassisted. Signal for help while floating on back for at least 30 seconds. Move underwater for at least 5 seconds. Scull to sustain control for 30 seconds. 	<ul style="list-style-type: none"> Water environments (home, pool, and open water) contain specific hazards that require applying key water safety rules and recognising appropriate responses in an emergency. Sustained flotation, sculling, controlled underwater movement, and rotation between positions support stability, orientation, visibility, and survival in aquatic environments. 	<ul style="list-style-type: none"> Identify key water safety rules in response to hazards around the home, in pools and in open water environments. Get in and out of water safely in different ways unassisted. Signal for help at intervals and float for at least 1 minute. Move underwater through an obstacle. Rotate between floating positions to maintain awareness of surroundings. Scull to sustain control for at least 2 minutes. Use any form of propulsion to move 15m without stopping. Respond to an accidental fall into water by performing a survival sequence and moving to safety. Identify people and actions to help in an aquatic emergency.

Partner Contributions

What could Outdoor Education & Aquatic Competence look like?

PHASE 2						
During Year 4		During Year 5		During Year 6		
Knowledge	Practices	Knowledge	Practices	Knowledge	Practices	
<p>Outdoor Education</p> <p>How learners engage safely, confidently, and meaningfully in natural environments through place-responsive judgement.</p>	<ul style="list-style-type: none"> Learning in the outdoors builds confidence in exploring new places. Aspects of the natural environment are connected and affect each other. Weather conditions influence decision-making in the outdoors. Effective collaboration outdoors enables task completion and strengthens group cohesion. 	<ul style="list-style-type: none"> Exploring a range of outdoor places in the school grounds and local community, showing confidence to visit new spaces safely. Recalling and sharing outdoor experiences through reflection (<i>e.g., oral recounts, drawings, simple journals</i>) to build awareness of feelings and learning. Applying understanding of ecosystem connections and interdependence (<i>e.g., species relationships and the water cycle</i>) by making respectful choices in the natural environment (<i>e.g., avoiding damage to young plants</i>). Describing weather conditions using accurate vocabulary (<i>e.g. wind direction, strength, types of rain (showers, light, heavy)</i>), and choosing suitable clothing/activity options for the conditions. Using group strategies to complete shared outdoor tasks (<i>e.g., pitching a tent, building a shelter, setting up a cooking area, group orienteering on a basic map</i>). 	<ul style="list-style-type: none"> Outdoor experiences can help people learn about themselves and others. Actions to protect and enhance natural environments have lasting effects. Outdoor activities in different natural environments require specific preparation considerations. 	<ul style="list-style-type: none"> Reflecting on outdoor experiences using a simple structure/tool (<i>e.g., photo journal, sit spot, think-pair-share</i>) and identifying what helped/hindered. Identifying the skills and attitudes needed for participation (<i>e.g., perseverance, communication, preparedness</i>) and practising them in context. Investigating how people's actions affect outdoor places over time and identifying practical ways to protect/enhance the school environment. Recognising features of different environments (<i>beach, forest, park, urban area</i>) and making preparation choices (<i>e.g., footwear, layers, sun protection</i>) based on conditions. 	<ul style="list-style-type: none"> Being responsible in natural environments involves minimising human impact on the land, water, and ecosystems. Landmarks and basic directional awareness are essential for navigating outdoors. Outdoor experiences build skills in shared decision making, supporting others, and taking responsibility in group situations. 	<ul style="list-style-type: none"> Identifying ways to engage responsibly with natural environments during outdoor activities (<i>e.g. 'leave no trace' principles, demonstrating guardianship and tiakitanga</i>). Using basic wayfinding strategies (<i>e.g., landmarks, sun position, handrails</i>) and identifying cardinal directions (<i>North, East, South, West</i>) in familiar settings. Taking a role in group outdoor activities (<i>e.g., navigator, timekeeper, gear checker</i>) and following through on shared responsibilities.
<p>Aquatic Competence</p> <p>How people participate safely, confidently, and adaptively in aquatic environments across varied water contexts.</p>	<ul style="list-style-type: none"> Deep water environments require sustained buoyancy management, controlled propulsion, and orientation strategies to maintain breathing, visibility, and survival. Water safety responses vary across home, pool, and open water environments, and survival may require improvised buoyancy and adaptive decision-making in response to changing hazards. 	<ul style="list-style-type: none"> Identify key water safety rules in response to hazards around the home, in pools and in open water environments. Get in and out of deep water safely unassisted. Signal for help at intervals and float and/or tread water for at least 2 minutes. Move underwater through an obstacle and recover an object. Scull to sustain control and movement for at least 2 minutes. Use any form of propulsion to move 15m without stopping. Perform a survival sequence using improvised buoyancy (not lifejackets). 	<ul style="list-style-type: none"> Open water environments such as rivers, lakes, and seas contain variable and dynamic conditions (<i>e.g. currents, waves</i>) that require sustained buoyancy control, efficient propulsion, breath regulation, and adaptive survival responses without reliance on additional flotation. Safe participation in open water contexts requires applying water safety rules, recognising environmental risks, prioritising land-based rescue techniques, and understanding how aquatic activities are shaped by place and community. 	<ul style="list-style-type: none"> Use knowledge of rules, expected behaviours and risks to make safe decisions in rivers, lakes, and seas, such as staying within supervised areas, and minimising personal risk. Get in and out of deep water unassisted in simulated currents and waves. Signal for help at intervals and float and/or tread water for at least 2 minutes in simulated currents and waves. Move underwater through an obstacle, recover an object, resurface and float for 2 minutes. Scull to sustain control and movement for at least 2 minutes though simulated currents and waves.. Move 50m and/or 2 minutes non-stop through simulated currents and waves. 	<ul style="list-style-type: none"> Clothing, environmental variability (<i>e.g. currents, waves</i>), and fatigue significantly alter buoyancy, propulsion efficiency, and survival time in open water, requiring adaptive flotation, sculling, underwater orientation, and sustained movement responses. Safe participation in rivers, lakes, and seas requires applying water safety principles, recognising risk across changing conditions, prioritising land-based rescue techniques, and understanding how aquatic activities are shaped by place and community. 	<ul style="list-style-type: none"> Use knowledge of rules, expected behaviours and risks to make safe decisions in rivers, lakes, and seas, such as staying within supervised areas, and minimising personal risk. Get in and out of deep water safely unassisted wearing clothes. In deep water with simulated currents and waves, float and/or tread water for 2 minutes and signal for help at intervals while wearing clothing. Whilst wearing clothes, move underwater through two obstacles, recover an object, resurface in a safe space and float or tread water for 2 minutes. Whilst wearing clothes, scull to sustain control and movement for at least 2 minutes though simulated currents and

Partner Contributions

What could Outdoor Education & Aquatic Competence look like?

				<ul style="list-style-type: none"> Perform a survival sequence without additional buoyancy. Rescue a person in trouble using a land-based technique to pass them assistance. Inspire children to do more in the water by introducing aquatic activities (swimming, waka ama, kayaking, kai gathering, etc) that reflect the interests of the school community. 		<ul style="list-style-type: none"> waves. Move 50m and/or 2 minutes non-stop through simulated currents and waves while wearing clothes. Perform a survival sequence without buoyancy aids under simulated challenging conditions while wearing clothes Rescue someone in trouble using a land-based throwing technique. Students actively participate in selected aquatic activities that reflect their interests and school community context.
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PHASE 3					
During Year 7			During Year 8		
	Knowledge	Practices	Knowledge	Practices	
Outdoor Education How learners engage safely, confidently, and meaningfully in natural environments through place-responsive judgement.	<ul style="list-style-type: none"> Engagement with natural environments enhances wellbeing and develops a connection with the outdoors. Safety in outdoor environments is supported by an understanding of NZ outdoor safety principles. Map reading supports location awareness and route planning using symbols, scales, and features. 	<ul style="list-style-type: none"> Identifying ways in which natural environments support wellbeing. Reflecting on a meaningful outdoor experience and identifying contributing factors (place, people, challenge, safety choices). Applying the NZ Outdoor Safety Principles to practical scenarios (e.g., clothing/temperature management, shelter, water management, cooking). Reading a simple map and planning a short route using symbols, scale and features, then checking progress while moving. 	<ul style="list-style-type: none"> Local communities offer opportunities for diverse outdoor learning experiences. Environmental low-impact principles support ecosystems and demonstrate stewardship. Safety in outdoor environments involves an assessment of potential hazards due to environmental variability, group capabilities, and activities. 	<ul style="list-style-type: none"> Identifying local outdoor learning opportunities and engaging with community groups/organisations in safe, respectful ways. Applying sustainable practices during outdoor activities and demonstrating tiakitanga and guardianship through actions that protect and respect the natural environment e.g. leave no trace principles and or managing waste responsibly, staying on designated tracks, and avoiding disturbance to flora and fauna. Identifying hazards and risks by considering environment variability, group capability, and activity demands, then choosing context-appropriate controls. 	
Aquatic Competence How people participate safely, confidently, and adaptively in aquatic environments across varied water contexts.	<ul style="list-style-type: none"> Perceived ability can differ from real open-water survival competence, so accurate self-assessment supports safer decision-making in rivers, lakes, and seas. Emergencies require integrated responses rather than isolated skills, including staying afloat and visible in currents/waves, understanding lifejacket effects, sustaining movement, and applying safe rescue strategies. 	<ul style="list-style-type: none"> Develop a realistic understanding of our own floating, swimming, and survival competence in rivers, lakes, and seas. Whilst wearing clothes, signal for help, float, maintain awareness of what is happening around you for at least 3 minutes through currents and waves in deep water. Use a lifejacket in an open water environment (river, lake, sea) to experience the effect of moving water and waves on your body. Whilst wearing clothes, dive, swim underwater to clear a simulated obstruction e.g. upturned boat or submerged tree. Whilst wearing clothes, move 100m and/or 3 minutes non-stop through currents and waves. Whilst wearing clothes in simulated currents and waves demonstrate the following: fall in and float and/or tread water, move slowly to a position of safety, float to rest, move to a safe exit. Using improvised buoyancy, rescue a person in simulated currents and waves. Students apply water confidence, safe decision making and safety skills independently across multiple aquatic activities and environments. 	<ul style="list-style-type: none"> Open-water survival requires calm, visible, adaptable action under pressure, including integrated sequences that combine float/tread, propulsion, rest, and safe exit while clothed. Transferable water confidence supports lifelong participation, applying safety skills independently across multiple aquatic activities strengthens consistent safe decision-making across environments. 	<ul style="list-style-type: none"> Develop a realistic understanding of students own floating, swimming, and survival competence in rivers, lakes, and seas. Whilst wearing clothes, signal for help, float and maintain awareness of what is happening around you for at least 3 minutes through currents and waves in deep water. Use a lifejacket in an open water environment (river, lake, sea) to experience the effect of moving water and waves on your body. Whilst wearing clothes, dive, swim underwater and search to recover an object from deep water. Whilst wearing clothes, move 100m and/or 3 minutes non-stop in open water environment. Whilst wearing clothes in open water demonstrate the following: fall in and float and/or tread water, move slowly to a position of safety, float to rest, move to a safe exit. Using improvised buoyancy, rescue a conscious person in waist deep open water. Students demonstrate strong water confidence, safe decision making, and safety skills independently across multiple aquatic activities and environments. 	

Partner Contributions

What could Outdoor Education & Aquatic Competence look like?

	PHASE 4			
	During Year 9		During Year 10	
	Knowledge	Practices	Knowledge	Practices
<p>Outdoor Education</p> <p>How learners engage safely, confidently, and meaningfully in natural environments through place-responsive judgement.</p>	<ul style="list-style-type: none"> Outdoor experiences enable people to develop agency and strategies to manage adversity. Active participation enhances the functioning of a group outdoor activity. Ecological and cultural knowledge is important to enact environmental care. Planning and preparation are essential for safe and enjoyable outdoor experiences. 	<ul style="list-style-type: none"> Describing strategies that can help manage challenges and build agency, e.g. confidence, emotional regulation, coping strategies, communication, self-awareness, seeking support). Reflecting on a challenging time outdoors (e.g. hot/cold day, long walk, hunger/thirst) and identifying the strategies for coping. Identifying ways in which individuals affect the group functioning, in the outdoors. Learning about a local place (ecology and cultural values/practices) and using that knowledge to guide respectful decisions/actions. Preparing for a trip/activity by selecting gear/food, checking weather, setting expectations, and planning contingencies. 	<ul style="list-style-type: none"> Planning and preparation for outdoor experiences involves identifying and managing risks. Group work requires individuals to perform roles that support the group in achieving its goals. Reciprocity is a key principle of interaction between people, and with the natural environment. Protecting Aotearoa New Zealand's unique natural environment requires identifying what a place needs and the actions to address those needs. 	<ul style="list-style-type: none"> Using a simple safety management process to plan an outdoor activity (identifying hazards, assessing risk, selecting controls, allocating roles, briefing, reviewing). Demonstrating fundamental skills and safety procedures in outdoor activities (e.g. keeping a group together, waiting at forks, communicating clearly, location awareness, regular food and water breaks). Understanding and describing roles and responsibilities within a group in the outdoors. Identifying personal preferences for role-taking. Describing types of leadership and participation. Negotiating group goals and challenge level based on skills, capability, and conditions, then communicating decisions clearly (e.g. difficulty of a walk, trees to climb, roughness of track, rivers/lakes to cross, navigation). Demonstrating reciprocity with people and place by planning and taking action that shows care for the environment and community. Designing initiatives that promote environmental stewardship, tiakitanga in your school or local community. Participating in activities that enhance or protect natural features in your school or local community. Identify native plants, animals and birdlife, and their interdependence within local ecosystems. Identify and understand different types of ecosystems across Aotearoa NZ including wetlands, native forest, alpine and Coastal environments.