

M1 Movement: The moving body

What must be taught. Teaching requirements, not achievement objectives (HPE Years 0–10, Sept 2026, p.28).

Year 9	Year 10
Knowledge The facts, concepts, principles, and theories to teach	
K1 Major bones throughout the body provide structure, stability, and support movement, some examples are femur, pelvis, vertebrae, humerus. K2 Major muscle groups throughout the body work together through contraction and relaxation to produce and control movement, some examples are quadriceps, hamstrings, gluteals, deltoids. K3 Balance is the ability to maintain stability through the relationship between centre of gravity, base of support, and body position. Understanding how these biomechanical concepts influence stability helps explain movement performance. The centre of gravity is the point at which the body’s mass acts; the base of support is the area enclosed by the parts of the body in contact with a surface. K4 Components of fitness are agility, balance, coordination, speed, power, and reaction time. K5 Physical health and well-being are interconnected with emotional and relational well-being, so body processes, emotions, feelings, and relationships influence physical activity participation and performance.	K1 The cardiovascular and respiratory systems work together to deliver oxygen and remove carbon dioxide, enabling the body to produce and sustain movement during physical activity. K2 Physiological indicators (e.g. heart rate and perceived exertion) can be used to regulate effort during high-intensity movement. K3 The capacity for quality movement is impacted by components of fitness, such as cardiovascular endurance, muscular strength, muscular endurance, and flexibility. K4 Movement efficiency influences energy expenditure and injury risk and can be improved through biomechanical refinement (e.g. body alignment, force production, sequence of body segments).
Practices The skills, strategies, and applications to teach	
P1 Observe movement and identify major muscle groups and bones that create and support movement. P2 Use dynamic movement contexts to experiment how changes in body position, centre of gravity, and base of support influence balance and stability. P3 Use a suitable experience, game, activity, or sport to analyse how a component of fitness (e.g. agility, balance, coordination, speed, power, reaction time) contributes to the performance of a movement. P4 Use different frameworks, models, and diagrams to determine how physical health connects to body processes, emotions, feelings, and relationships to influence well-being and participation in physical activity (e.g. using an integrative health model to show how physiological and psychological factors influence participation and performance in physical activity)	P1 Use suitable games, physical activities, or sport contexts to experience, observe, and discuss basic physiological responses to exercise. P2 Participate in different games, activities, or sport to observe physiological changes in heart rate and perceived exertion. P3 Trial how muscular strength, muscular endurance, or flexibility contribute to the performance of movement. P4 Trial how body alignment, force production, and sequencing of body parts contribute to efficient movement and reduce energy use and injury risk.

Unpacking

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

Phase 4 big idea <i>Movement performance can be analysed, evaluated, and optimised using biomechanical, physiological, and psychological knowledge.</i>	
KU Knowledge and understanding What do ākonga need to know and understand? Key concepts, vocabulary and kupu, likely misconceptions.	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.
S Skills What will ākonga actually do? Turn each practice into observable actions.	Capabilities Where will this grow the Te Mātaiaho capabilities?
	Communication
	Relating to others
	Self-management and self-regulation
	Problem solving
	Creativity
Connections and progression Which practices consolidate which knowledge? What needs explicit teaching? How does Year 9 lead into Year 10?	Local curriculum and te ao Māori Which people, places, pūrākau and mana whenua knowledge replace the ‘e.g.’ examples?
Progress (provisional) What would show secure learning? Progress content is due in 2027; use existing practice until then.	Time and key considerations How many hours, and what must be planned for before teaching?
	Hours Year 9 Year 10
	Think about: Equipment for measuring heart rate and exertion. Handling fitness data and testing with care for body image. Space and surfaces for dynamic balance work. Links to Science.

M2 Movement: Skill acquisition

What must be taught. Teaching requirements, not achievement objectives (HPE Years 0–10, Sept 2026, p.28).

Year 9	Year 10
Knowledge The facts, concepts, principles, and theories to teach	
K1 Kinaesthetic awareness is the knowledge of the body in movement, enabling perception and regulation of position, timing, and effort, and supporting skill learning through the control, coordination, and adaptation of movement. K2 Internal feedback from emotions, muscles, and kinaesthetic awareness, alongside external feedback from observation, supports skill learning by informing the regulation and adaptation of movement.	K1 Skill capability develops over time through varied practice across different environments and conditions, where learners adapt and refine movement solutions using feedback, experience, and strategic decision-making. K2 Environmental conditions (water or land environments) and temperature are a form of external feedback and change how the body responds and how people need to move, prepare, and participate in activities.
Practices The skills, strategies, and applications to teach	
P1 Identify and use internal feedback (kinaesthetic awareness, effort, emotions) and external feedback (observation, coaching, video analysis) to adjust performance and improve movement.	P1 Participate in experiences, games, activities, or sport over time to identify, evaluate, and adjust movement solutions in response to changing conditions (e.g. learning to kick a football into the top corner of the goal, trialling this in wet and dry conditions or from different distances, modifying the body position, force and decision-making required to achieve the desired outcome), performance feedback, and tactical demands. P2 Move in hot and cold temperatures to experience how the conditions impact the body and the actions people need to take to prepare or adapt (e.g. cold temperatures impact temperature and movement control, and hot temperatures impact body stress, fluid replacement, and energy levels. In response, people may need to wear more clothing, take breaks, hydrate, pace, warm up slower).

Unpacking

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

Phase 4 big idea

Skill learning involves evaluating, refining, and transferring movement solutions across increasingly complex contexts.

KU

Knowledge and understanding
What do ākonga need to know and understand? Key concepts, vocabulary and kupu, likely misconceptions.

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.

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.

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: Video and feedback tools, and protocols for recording ākonga. Planning for safe practice in hot and cold conditions (Year 10). Varied conditions across the year, not one venue.

M3 Movement: Psychology of movement

What must be taught. Teaching requirements, not achievement objectives (HPE Years 0–10, Sept 2026, p.28).

Year 9	Year 10
Knowledge The facts, concepts, principles, and theories to teach	
K1 Repeated practice and learning from mistakes can help develop movement confidence and perceived capability. K2 Activation levels (e.g. being too tired to concentrate during a game or feeling energised and focused when preparing to sprint) describe the body’s level of physiological activation, influencing attention, coordination, participation, and performance during activities. K3 Emotional regulation is the controlled management of emotional responses to maintain focus, decision-making, participation, and performance in movement experiences. K4 Individual movement choices are shaped by a sense of self, confidence, and perceived capability.	K1 Goal setting is the practice of using a strategic framework to define objectives, track progress, and work towards success when participating in or performing movement tasks. K2 Positive self-talk is the use of encouraging, compassionate, and solution-oriented internal monologue during movement. It is used with the aim of improving focus and performance. K3 Goal setting, positive self-talk, and managing emotions can encourage greater focus when trying to improve movement.
Practices The skills, strategies, and applications to teach	
P1 Select a movement that requires improvement and practice in familiar environments to build confidence and perceived capability as a participant (e.g. learning to juggle scarves before moving on to small balls, improving accuracy with using a bow to shoot an arrow at a target). P2 Participate in group activities to identify how emotional regulation, focus, and energy levels influence participation and performance of self and others in movement.	P1 Experiment with goal setting, positive self-talk, and managing emotions when participating in challenging movement contexts (e.g. a personal fitness or physical challenge, mud run event, gymnastics skill, a high-pressure team game that requires cooperative learning to win).

Unpacking

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

Phase 4 big idea

Participation and performance can be intentionally influenced through psychological strategies that support focus, confidence, and resilience.

KU

Knowledge and understanding

What do ākonga need to know and understand? Key concepts, vocabulary and kupu, likely misconceptions.

E

Experiences

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In movement

Varied, increasingly complex contexts.

Through movement

Leadership, manaakitanga, feedback.

About movement

Science, culture, mātauranga Māori, technology.

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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)

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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:

Emotional safety when learning from mistakes in front of peers. Noticing confidence and perceived capability without labelling ākonga. Links to mental health learning in the Health strand.

A1 Active participation: Participating with others

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	
K1 Tactical decisions influence performance. Feedback, reflection, and evaluation help people improve tactical decisions over time. K2 Safe participation in physical activity requires identifying factors such as size of team, space, and the needs of players.	K1 Leadership strategies (e.g. communication, organising roles, modelling, manaakitanga, tuakana–teina) are necessary to design supportive and inclusive environments. K2 Group/team outcomes (e.g. achieving a common goal or winning) are impacted by the actions of individuals within the group (e.g. roles, teams, spacing, timing, communication, and self-management) and the level of competition. K3 Organising and coordinating activities that meet the needs of a group requires planning and the management of space, resources, and people.
Practices The skills, strategies, and applications to teach	
P1 Participate in modified contexts (e.g. small-sided games) that require tactical decisions (e.g. moving into space, jumping up to defend a pass, running at the right time to catch a ball), to give feedback on those decisions. P2 Identify the possible factors that could impact a game, activity, or sport in an unfamiliar context (e.g. a new narrow bike path, a kayaking experience in a windy location, or a dodging game on an uneven surface).	P1 Lead experiences to practice strategies that facilitate supportive and inclusive environments. P2 Participate in physical activities with increasing levels of competition to critique how individual actions contribute toward a collective outcome. P3 Plan and organise group activities to manage space, resources, and people to enable safe and effective participation of all participants.

Unpacking

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

Phase 4 big idea

Inclusive and effective experiences depend on leadership, collaboration, and purposeful decisions that support both individual and collective success.

KU

Knowledge and understanding

What do ākonga need to know and understand? Key concepts, vocabulary and kupu, likely misconceptions.

E

Experiences

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In movement

Varied, increasingly complex contexts.

Through movement

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About movement

Science, culture, mātauranga Māori, technology.

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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.

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 9Year 10

Think about:

Leadership opportunities for every ākonga, not only the confident ones. Levels of competition matched to readiness. Space, equipment and supervision for student-led activities.

A2 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	
K1 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).	K1 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).
K2 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	
P1 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).	P1 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).
P2 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

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Knowledge and understanding
What do ākonga need to know and understand? Key concepts, vocabulary and kupu, likely misconceptions.

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Experiences
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Varied, increasingly complex contexts.
Through movement
Leadership, manaakitanga, feedback.
About movement
Science, culture, mātauranga Māori, technology.

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.

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.

A3 Active participation: Outdoor education

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	
K1 Strategies can be used to manage adversity outdoors (e.g. positive self-talk, peer support, being prepared, personal first aid awareness, asking for help). K2 Outdoor experiences often involve changing conditions, requiring thoughtful planning, preparation, and flexibility to support participation (e.g. contingency plans, clear group expectations). K3 Responsible care for outdoor places can emerge from understanding the ecology, culture, and values of those places (e.g. local species, ecosystems, seasonal patterns, local hapū and iwi knowledge, pūrākau, mana whenua expectations, appropriate ways to act)	K1 Safety management in outdoor activities involves identifying significant hazards and selecting controls such as route choice, supervision, equipment, communication, emergency plans, and decision points. K2 Effective outdoor groups use roles and responsibilities to achieve shared goals, such as navigator, leader, equipment checker, communicator, encourager, environmental kaitiaki, group gear carrier, tail-end Charlie, and person responsible for checking group well-being. K3 Reciprocity describes a two-way relationship between people and the environment, where people benefit from outdoor places, and give back through actions that demonstrate tiakitanga (stewardship) (e.g. protecting habitats, reducing impact of activities, planting native species, clearing tracks, pest management, advocacy, removing rubbish).
Practices The skills, strategies, and applications to teach	
P1 Apply strategies to support self and others in outdoor settings. P2 Use pre-trip checks to organise route information, clothing, equipment, food, water, first aid materials, communication, and contingency options. P3 Investigate ecological and cultural knowledge of place to understand appropriate ways to care for outdoor environments.	P1 Apply safety management processes to identify significant hazards and select controls for outdoor activities. P2 Use roles, responsibilities, communication, and shared decision-making to support group safety and achieve outdoor group goals. P3 Investigate and apply a range of actions that show tiakitanga (stewardship) by protecting, restoring, or enhancing outdoor places.

Unpacking

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

Phase 4 big idea

Outdoor experiences involve planning, leadership, risk management, and active stewardship of people and environments.

KU

Knowledge and understanding

What do ākonga need to know and understand? Key concepts, vocabulary and kupu, likely misconceptions.

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.

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.

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:

EOTC policy and safety management. Extended outdoor activities in unfamiliar or challenging environments: cost, staffing, access. Relationships with mana whenua. Water safety (if offered).