



**Te Tāhuhu o
te Mātauranga**
Ministry of Education



Te Poutāhū
Curriculum Centre

The New Zealand Curriculum Health and Physical Education Year 1

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**Te Kāwanatanga
o Aotearoa**
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Purpose statement

He oranga ngākau, he pikinga waiora.

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

The Health and Physical Education learning area equips students with the knowledge, practices, and competencies necessary to thrive physically, mentally, and socially. Students are taught essential health and movement concepts that enable them to participate confidently in a wide range of physical activities and manage their own health in an informed way.

Through the study of Health, students learn how to navigate the complexities of modern life as confident individuals, connected members of their communities, and informed citizens. They are taught concepts that support their understanding of relationships, resilience, identity, and decision-making.

Through the study of Physical Education, students learn about specific movement patterns, activities, games, and sports. They are taught knowledge and practices to make informed decisions about their own healthy involvement in sport and physical activity.

As students progress through Health and Physical Education, they deepen their understanding of personal and collective wellbeing and learn how to embrace active and balanced lifestyles and cultivate habits that support long-term health. This provides students with a foundation for living well, thinking critically, and contributing positively to the world around them.

Learning area structure

The year-by-year teaching sequence lays out the knowledge and practices to be taught each year. In *Health and Physical Education*, the teaching sequence for Years 0–10 is organised into two Knowledge Strands:

- **Health Education:** Focuses on physical, emotional, and social wellbeing. It develops students' understanding of identity, body, emotions, relationships, safety, and health-related choices across personal, community, and societal contexts.
- **Physical Education:** Focuses on movement skills and principles. It develops students' understanding of locomotor, non-locomotor, and object control skills, game structures, tactical thinking, outdoor activity practices, and aquatic safety through repeated practice in selected movement contexts.

The year-by-year teaching sequence, organised through Knowledge Strands and elements, sets out what is to be taught. Its enactment is shaped by teachers, who design learning in response to their learners, adjusting the order and emphasis, and adding appropriate contexts and content.

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Introduction

Across Years 0–10, Health and Physical Education takes students on a rich and evolving journey of discovery. It begins with understanding their bodies and emotions and grows into developing the knowledge, skills, and confidence to manage wellbeing and participate fully in life. HPE is not just about movement or healthy practices; it builds a foundation for lifelong wellbeing through purposeful teaching, reflection, and connection. As students progress, they explore increasingly complex ideas about themselves, others, and the world around them. They learn how to care for their bodies, navigate relationships, and make informed decisions. Movement experiences develop coordination, cooperation, increasingly complex movement skills and outdoor education experiences.

In Years 0–3, teaching introduces foundational health and movement concepts that help students begin to understand how their bodies function and what supports wellbeing. Instruction focuses on everyday health practices, such as rest, hydration, hygiene, and movement, and how these contribute to growth and participation. Movement teaching centres on developing movement skills (MS) including balancing, running, and throwing. These are taught as discrete skills, allowing teachers to baseline knowledge and focus on accuracy and efficiency rather than sport-specific outcomes. Teachers also support students to notice and name emotions, linking feelings to behaviours. These years establish HPE as a learning area grounded in explicit knowledge, purposeful practice, and developmental progression.

In Years 4–6, teaching helps students connect everyday health practices with how their bodies function and change. Students learn that nutrition, hydration, rest, and movement contribute to growth and development, and that these needs evolve over time. Teaching introduces puberty, early learning about relationships and emotions, and decision-making that supports emotional wellbeing. Once MS are secure, movement teaching provides sufficient practice through discrete instruction and repetition in activities to enable more complex content. Students begin applying skills in games and sports across varied physical settings. Water safety, fair play, and preparation for outdoor activities are taught as essential knowledge for safe and confident participation.

In Years 7–10, teaching builds deeper knowledge about how bodies change and how health decisions influence physical, emotional, and social wellbeing. Students develop understanding of topics such as nutrition, substance use, sexual health, and media influence, and are supported to evaluate information and consider consequences. Movement instruction becomes more specialised, with students applying skills in different roles, environments, and physical activities, and learning how training and preparation affect performance. Across these years, teaching supports students to connect what they know with how they act, building the confidence and understanding needed to manage wellbeing and participate fully.

The Health and Physical Education learning area prepares students with the knowledge and practices to access related curriculum subjects for Years 11–13, such as Health Education and Physical Education.

The New Zealand Curriculum

Health and Physical Education

Year 1 teaching sequence

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Health Education

Year 1		
	Knowledge <i>The facts, concepts, principles, and theories to teach.</i>	Practices <i>The skills, strategies, and applications to teach.</i>
Bodies Minds	<p>Growing bodies</p> <ul style="list-style-type: none"> Physical development changes occur from before birth through later life, and these changes can be influenced by genetics, environment, and lifestyle. <p>Nutrition</p> <ul style="list-style-type: none"> National nutrition guidelines highlight key food groups (e.g. fruits, vegetables, whole grains, proteins). It is important to regularly hydrate with water. <p>Self-care</p> <ul style="list-style-type: none"> Saying no and asking for support can help keep people safe and well. Building environments where people feel seen and not judged can make it easier to speak up even when it is hard. Healthy bodies and minds need caring people, good sleep, nourishing food, movement, and a safe place to feel secure. People engage in hygiene practices (e.g. healthy habits — nose blowing, washing hands, brushing teeth), eat well, and stay active to create lifelong habits. Clothing helps keep our bodies comfortable. We can wear more clothes when we feel cold and take off layers when we feel hot. Interests and strengths (e.g. hobbies and personality traits) contribute to personal characteristics. How a person views themselves (self-image) can be contributed to by their personal characteristics, features, or qualities. Mistakes are a normal part of life. Making mistakes builds resilience and supports learning. 	<ul style="list-style-type: none"> Recognising many changes are experienced through physical growth over a lifetime Exploring qualities and categories of food that help us grow Practising role-playing scenarios involving saying no and asking for help Developing a daily hygiene routine prior to eating and after toileting Exploring personal characteristics (strengths, talents etc.) and identifying how characteristics are unique or shared Identifying strengths, successes, and enjoyable activities
Relationships	<p>Self and others</p> <ul style="list-style-type: none"> People live in different kinds of families and homes, and learning to understand and respect these differences can take time, especially when someone's way of living feels unfamiliar. Listening, sharing, and using kind words helps people get along, but sometimes it is hard to do, especially when someone feels upset, left out, or does not know how to say what they are feeling. Friendships can make people feel good, but sometimes friends feel left out, have disagreements, or do not know how to show they care, and learning how to handle these feelings takes time. <p>Boundaries and staying safe</p> <ul style="list-style-type: none"> Asking for permission to borrow something from a friend means having to accept the answer could be no. 	<ul style="list-style-type: none"> Using storytelling, interviews, or visual mapping to explore how family structures are shaped Performing role-playing scenarios featuring sharing, taking turns, and solving disagreements in positive ways, using kind language to build and maintain friendships Developing social communication skills that involve expressing needs respectfully, recognising others' boundaries, and responding appropriately to different outcomes in friendships Developing personal safety skills by identifying unsafe situations, recognising internal warning signs, and practising help-seeking behaviours with trusted adults

Year 1		
	Knowledge <i>The facts, concepts, principles, and theories to teach.</i>	Practices <i>The skills, strategies, and applications to teach.</i>
	<ul style="list-style-type: none"> Some people (e.g. trusted adults, friends, police, teachers) can be trusted to help others stay safe and provide support when it is needed. Some secrets, such as planning a surprise birthday party, may feel okay to keep, while others (e.g. being asked not to talk about someone being hurt) can cause feelings of worry or uncertainty and should be shared with a trusted adult. 	

Physical Education

Year 1		
	Knowledge <i>The facts, concepts, principles, and theories to teach.</i>	Practices <i>The skills, strategies, and applications to teach.</i>
Movement skills (Choreographed movement)	Choreographed movement (e.g. te ao kori) <ul style="list-style-type: none"> The body can form a variety of shapes (e.g. small, tall, wide, flat, long) by adjusting posture and limb positions. Movement uses different methods of travel, direction, speed (e.g. fast/slow), and dynamics (e.g. smooth, sharp, sustained). Maintaining stillness requires muscle engagement and body awareness. Muscles help the body to move and bend. 	Choreographed movement (e.g. te ao kori) <ul style="list-style-type: none"> Creating and holding a variety of body shapes with control and balance Running, hopping, and skipping using different pathways (e.g. forwards, backwards, lateral, round) Moving with varying speeds, starting and stopping safely Linking actions that require strength and flexibility, such as jumping and holding shapes Warming up the body using mobility exercises Moving to music with a partner, mirroring, matching, and including a moment of stillness
Movement skills (Balance, strength and flexibility)	Balance, strength, and flexibility <ul style="list-style-type: none"> Balance and control require strong posture (e.g. standing upright with a tight tummy and chin up). Balance is a shape held still for three seconds. Co-ordination is when two or more body parts move together at the same time. Flexibility helps the body move more freely and reach further in different directions. 	Balance, strength, and flexibility <ul style="list-style-type: none"> Balancing using large body parts (e.g. front, back, shoulders) Balancing using small body parts (e.g. hands, feet, elbows) Balancing while creating shapes (e.g. straddle, star, y-shape) Linking arm and leg movements smoothly when performing rolls, jumps, or travel actions (e.g. egg roll, pencil roll, teddy roll) Jumping (e.g. star jumps, straight jumps, tuck jumps) Stretching into shapes that show flexibility (e.g. reaching, bending, or extending limbs), including movements that explore ranges of motion (e.g. lunges, bridges, wide arm swings)
Movement skills (Relays, games and invasion games)	Relays and games, including Māori games (e.g. tereina/train relay tag game) <ul style="list-style-type: none"> Key features of efficient movement (e.g. walking and running) include strength and good posture. 	Relays and games, including Māori games (e.g. tereina/train relay tag game) <ul style="list-style-type: none"> Walking and running with good technique, changing in speed and direction and stopping safely Moving across country terrain by walking or jogging with balance and spatial awareness

Year 1		
	Knowledge <i>The facts, concepts, principles, and theories to teach.</i>	Practices <i>The skills, strategies, and applications to teach.</i>
	<ul style="list-style-type: none"> Exercising safely includes spatial awareness, following instructions, and interacting appropriately with others. Preparing the body for movement through warm-up activities such as jogging and mobility exercises helps increase circulation and loosen muscles and joints. Walking, jogging, and skipping are used to move across varied terrain during cross country running. When the body exercises it gets warmer. Sipping water during exercise helps regulate body temperature and support breathing. 	<ul style="list-style-type: none"> Jumping, hopping, and skipping with bent knees for safe landings and arm movements to support propulsion
Movement skills (Target games and net and wall games)	Target games (e.g. beanbag toss, ring toss, obstacle kick) <ul style="list-style-type: none"> Widening the stance by moving feet further apart increases stability and balance. Co-ordinating eye and body movements is essential for throwing, catching, and kicking. Using a run-up can help to propel a projectile further. The foot has distinct parts (inside, outside, sole, left, and right) which can be used purposefully to control movement and direction in games. 	Target games (e.g. beanbag toss, ring toss, obstacle kick) <ul style="list-style-type: none"> Aiming, striking, or sending objects towards a target Performing underarm throws, rolls, kicks using different equipment (e.g. beanbags, balls) Improving throwing or kicking technique by combining preparation, action, release, and follow through Starting and finishing sessions with warm-up and cool-down activities Adjusting posture to maintain balance when walking on uneven surfaces
Movement skills (Swimming)	Swimming <ul style="list-style-type: none"> Basic pool rules and water safety practices are essential in and around water environments, including beaches, lakes, and waterways. Danger signs, flags, and environmental alerts help keep participants safe during water activities. Activities like kayaking, waka ama, swimming, and paddleboarding require appropriate safety gear (e.g. personal floatation devices). There are correct kicking and arm techniques for front crawl, including breathing basics. A personal floatation device (PFD) or lifejacket is required for everyone onboard a powered boat or paddle craft. They must be checked and worn correctly. Safe entry and exit techniques vary by activity, such as sit-and-slide for pools and stable movements for kayaks and waka. Basic water survival skills include treading water, staying afloat, and exiting safely. Preparation for swimming includes understanding buoyancy, flotation, and the importance of streamlined movement. <p><i>This content is to be taught across Years 1, 2, and 3.</i></p>	Swimming <ul style="list-style-type: none"> Performing safe water entry and exit techniques, including sit-and-slide, pool edge exits, and kayak/waka transitions Practising basic swimming skills such as push and glide (front and back), paddling, and kicking with support Practising treading water, star float, and rotating between front and back positions to stay afloat Using kicking and arm techniques for front crawl <p><i>This content is to be taught across Years 1, 2, and 3.</i></p>
Outdoor Education	<ul style="list-style-type: none"> Being outdoors encourages curiosity, exploration, and personal growth. 	<ul style="list-style-type: none"> Exploring natural environments safely and enjoyably by following agreed safety rules and procedures

Year 1		
	Knowledge <i>The facts, concepts, principles, and theories to teach.</i>	Practices <i>The skills, strategies, and applications to teach.</i>
	<ul style="list-style-type: none"> • Following rules when in a natural environment is important for staying safe and enjoying nature. 	

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