



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



**Te Poutāhū**  
Curriculum Centre

# The New Zealand Curriculum Health and Physical Education Year 10

October 2025

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**Te Kāwanatanga  
o Aotearoa**  
New Zealand Government

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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 10 teaching sequence

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# Health Education

Year 10		
	<b>Knowledge</b> <i>The facts, concepts, principles, and theories to teach.</i>	<b>Practices</b> <i>The skills, strategies, and applications to teach.</i>
<b>Bodies   Minds</b>	<p><b>Adolescent change</b></p> <ul style="list-style-type: none"> <li>Adolescents may know what to expect during puberty, but they can still feel unsure about how to talk about changes that feel personal, awkward, or different from others.</li> <li>Period poverty (the limited access to suitable menstrual products) and stigma surrounding menstruation can negatively affect participation, wellbeing, and dignity, particularly in educational and social settings.</li> <li>Adolescents may know where to go for support, but stigma, fear of judgment, or not feeling understood can make it hard to reach out or use these strategies.</li> </ul> <p><b>Nutrition</b></p> <ul style="list-style-type: none"> <li>Knowing what's healthy does not always lead to healthy choices — other factors like stress, social norms, or limited access to nutritious food can influence what people eat.</li> </ul> <p><b>Self-care</b></p> <ul style="list-style-type: none"> <li>Self-care practices vary across developmental stages and cultural contexts, influencing how people manage stress, maintain health, and access support.</li> <li>Resilience development involves neurobiological, psychological, and social processes that interact with environmental stressors and protective factors.</li> </ul> <p><b>Alcohol and other drugs</b></p> <ul style="list-style-type: none"> <li>Substance use affects brain development, decision-making, and long-term wellbeing, and can become addictive, especially during adolescence when the brain is still maturing.</li> <li>Addiction is a progressive condition where repeated substance use changes how the brain functions, making it harder to stop even when it causes harm.</li> <li>Substance use is influenced by global factors, such as availability, social norms, marketing, and equity, and can lead to health, legal, and social consequences that vary across communities and countries.</li> </ul>	<ul style="list-style-type: none"> <li>Practising resilience and self-awareness by identifying and applying personal strategies to manage change and challenges</li> <li>Exploring how self-care practices vary across developmental stages and cultural contexts and developing strategies for managing stress, maintaining health, and accessing support in diverse settings</li> <li>Analysing how stress, social norms, and access to food influence nutrition choices and practising strategies for making informed and realistic decisions in everyday contexts</li> <li>Developing problem-solving and goal-setting strategies to manage complex life changes</li> <li>Analysing how substance use affects brain development, decision-making, and long-term health</li> <li>Investigating how global factors, such as marketing, inequality, and access, influence patterns of substance use and exploring strategies to support informed health-enhancing decisions</li> </ul>
<b>Relationships</b>	<p><b>Self and others</b></p> <ul style="list-style-type: none"> <li>Effective navigating of complex social situations is influenced by emotional regulation, cultural norms, and the ability to interpret non-verbal cues.</li> <li>Inclusive practices challenge dominant social narratives and foster environments where diverse identities are acknowledged and valued.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising when people are excluded or treated unfairly based on identity and exploring strategies for promoting inclusion and safety, such as speaking up, supporting others, and participating in collective actions that foster belonging</li> <li>Examining unspoken group norms and exploring inclusive strategies such as questioning assumptions, amplifying diverse voices, and fostering respectful disagreement</li> </ul>

**Year 10**

<b>Year 10</b>		
	<b>Knowledge</b> <i>The facts, concepts, principles, and theories to teach.</i>	<b>Practices</b> <i>The skills, strategies, and applications to teach.</i>
	<ul style="list-style-type: none"> <li>• Exclusion based on identity disrupts access to social, emotional, and physical wellbeing. Understanding how identity-based exclusion operates in everyday contexts helps communities take informed, collective action to promote inclusion and safety.</li> <li>• Challenging discrimination based on appearance or beliefs is important, but it does not always lead to immediate inclusion — sometimes it means facing resistance, discomfort, or social pushback.</li> <li>• Group norms that go unchallenged (e.g. agreeing with the loudest voice or excluding people who are different) can lead to exclusion and harmful behaviours.</li> </ul> <p><b>Consent</b></p> <ul style="list-style-type: none"> <li>• Relational power, emotional vulnerability, and access to information all shape consent and can influence a person’s ability to make autonomous decisions.</li> <li>• Consent is a relational process influenced by intersecting factors such as authority, peer norms, and emotional dependency.</li> </ul> <p><b>Staying safe online</b></p> <ul style="list-style-type: none"> <li>• Digital media often promotes idealised images of identity and appearance which can lead to negative body image and distorted views of self.</li> <li>• Media and online platforms can subtly reinforce norms that distort self-perception. Developing the ability to critically decode these messages is key to resisting their influence and making more self-aligned choices.</li> <li>• Online safety is influenced by digital literacy, platform design, and social norms around privacy, consent, and peer accountability.</li> <li>• Cyber bullying can result in psychological trauma, reputational damage, and legal repercussions, with impacts shaped by the severity, visibility, and response from peers and institutions.</li> <li>• Pornography often presents distorted and unrealistic portrayals of sexual activity, consent, and relationships which can negatively influence attitudes, expectations, and behaviours and contribute to unsafe or disrespectful actions.</li> </ul> <p><b>Stereotypes</b></p> <ul style="list-style-type: none"> <li>• Stereotyping reinforces both positive and negative group-based expectations and influences decision making.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing how authority, peer norms, and emotional dependency influence the consent process and practising communication strategies that support mutual understanding and respect</li> <li>• Recognising subtle signs of coercion and practising assertive communication strategies and self-awareness to set and maintain personal boundaries in emotionally and socially complex situations</li> <li>• Evaluating how competence in using digital technologies, platform design, and social norms impact online safety and applying protective strategies for managing privacy, consent, and peer interactions</li> <li>• Analysing how online platforms influence relationships, self-image, and personal development and developing strategies to navigate these influences safely</li> <li>• Demonstrating strategies for maintaining digital wellbeing, including managing screen time, emotional responses, and online relationships</li> <li>• Examining how positive stereotypes reinforce group-based expectations and limit individual agency, and applying strategies to challenge assumptions and promote diverse representations</li> <li>• Examining how stereotypes affect decision making in social situations</li> </ul>
<b>Sex Education</b>	<ul style="list-style-type: none"> <li>• In New Zealand, the legal age of consent for sexual activity is 16. Sexual activity with someone under this age is unlawful. Consent cannot be given if a person is significantly impaired by alcohol or drugs and is invalid if a person is unable to give informed, voluntary agreement.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing strategies for managing unsafe or non-consensual situations, including removing oneself, assisting others, and seeking additional support when needed</li> </ul>

Year 10		
	<b>Knowledge</b> <i>The facts, concepts, principles, and theories to teach.</i>	<b>Practices</b> <i>The skills, strategies, and applications to teach.</i>
	<ul style="list-style-type: none"> <li>• Various forms of contraception (including abstinence, barrier methods, and hormonal options) can prevent unplanned pregnancies. Barrier methods can also reduce the risk of sexually transmissible infections (STIs).</li> <li>• STIs can be transmitted through sexual contact and can affect multiple body systems. Access to confidential sexual health services (including testing, treatment, and counselling) can help to maintain personal health and relationships.</li> <li>• Engagement in harmful sexual behaviours, including non-consensual distribution of intimate content and unsolicited sexual advances, can result in significant psychological, social, and legal consequences for all involved.</li> <li>• Sexual activity between consenting adults should be safe, respectful, and mutually enjoyable.</li> <li>• What feels sexually pleasurable varies by person. Sexual activity is enjoyable when people know what feels good to them and to their partner.</li> <li>• The way the body responds to sexual stimulation involves various physiological processes e.g. heart rate increases, blood flow to the genital area.</li> </ul>	<ul style="list-style-type: none"> <li>• Critically assessing how media representations of sexual activity, safer sex practices, consent, and relationships affect beliefs and behaviours</li> </ul>

## Physical Education

Year 10		
	<b>Knowledge</b> <i>The facts, concepts, principles, and theories to teach.</i>	<b>Practices</b> <i>The skills, strategies, and applications to teach.</i>
<b>Movement skills (Invasion games)</b>	<p><b>Invasion games (e.g. hockey)</b></p> <ul style="list-style-type: none"> <li>• Advanced outfield skills (e.g. hit to cross/shoot), offensive and defensive tactics (e.g. short corner strategies), and set plays require specific terminology, technique, and body positioning.</li> <li>• Full rules, umpiring signals, and conventions are essential for fair play and officiating.</li> <li>• Training methods (e.g. HIIT, plyometrics) improve hockey-specific fitness components such as power, agility, and endurance, with attention to safety, intensity, and individual needs.</li> <li>• Overload and intensity in training can be measured using heart rate, bpm, and rate of perceived exertion, and are linked to physiological improvements.</li> <li>• Data collection (e.g. passes completed, shots on target) and analysis support self and team evaluation, goal setting, and coaching decisions.</li> <li>• Psychological preparation (e.g. mental rehearsal) and a full warm-up (pulse raiser, dynamic stretches, skill rehearsal) are important for performance and injury prevention.</li> </ul>	<p><b>Invasion games (e.g. hockey)</b></p> <ul style="list-style-type: none"> <li>• Using advanced outfield skills such as switching play, channelling, short corners, zoning vs man-to-man marking and applying them accurately in game situations</li> <li>• Applying advanced offensive and defensive tactics and set plays, using correct terminology and decision-making in game situations</li> <li>• Officiating games using full rules and hand signals and participating as umpire, coach, or player</li> <li>• Implementing and reflecting on training methods, monitoring intensity and applying overload principles for improvement</li> <li>• Collecting and interpreting quantitative data from gameplay to analyse strengths and limitations and inform team strategies</li> <li>• Preparing for participation with a complete warm-up and psychological techniques and adapting training and gameplay based on data and feedback</li> </ul>

**Year 10**

<b>Year 10</b>		
	<b>Knowledge</b> <i>The facts, concepts, principles, and theories to teach.</i>	<b>Practices</b> <i>The skills, strategies, and applications to teach.</i>
		<ul style="list-style-type: none"> <li>Adapting training and gameplay based on performance data and peer or coach feedback, identifying areas for improvement and applying targeted solutions</li> </ul>
<b>Movement skills (Sport)</b>	<p><b>Physical activity/sport (e.g. football, waka ama)</b></p> <ul style="list-style-type: none"> <li>Advanced application of rules, strategies, and tactics is required for both participation and officiating, including adapting to changing game situations and making tactical decisions under pressure.</li> <li>A comprehensive warm-up includes a pulse raiser, dynamic and static stretching, and activity-specific skill rehearsal, and should be adapted for different sports or activities.</li> <li>Nutrition and advanced psychological techniques (e.g. visualisation, self-talk, goal setting) are used to optimise performance and recovery.</li> <li>Physiological responses (e.g. heart rate, muscle fatigue, recovery time) can be monitored and analysed in real time (e.g. using heart rate monitors, RPE scales, or fitness apps) to inform training adjustments and performance improvement.</li> <li>Anatomy and fitness components (e.g. cardiovascular endurance, muscular endurance, flexibility, power) can be targeted and developed through tailored training programmes, with muscles and bones working together to support movement, strength, and physical performance.</li> <li>Regular participation in physical activity and sport supports holistic wellbeing, including physical, mental, and social health, and students can articulate these benefits with specific examples.</li> </ul>	<p><b>Physical activity/sport (e.g. football, waka ama)</b></p> <ul style="list-style-type: none"> <li>Applying and adapting rules, strategies, and tactics in complex, competitive situations, both as a participant and as an official, demonstrating leadership and fair play</li> <li>Designing and leading a full warm-up for a chosen activity, explaining the purpose of each phase and adapting it for group needs</li> <li>Planning and implementing nutrition and psychological preparation strategies before, during, and after activity to enhance performance and recovery</li> <li>Monitoring and analysing physiological changes to inform self-assessment, goal setting, and training adjustments</li> <li>Using and refining fitness components through progressive, sport-specific training methods, and reflecting on their impact on performance</li> <li>Comparing, contrasting, and justifying methods of starting and restarting play across a range of sports, considering the impact on tactics and team strategy</li> <li>Refining and evaluating movement patterns, skills, or poses relevant to the selected activity, using feedback and self-analysis to improve</li> </ul>
	<p><b>Personal exercise plan</b></p> <ul style="list-style-type: none"> <li>Fitness tests have specific protocols and can reveal strengths and limitations relevant to chosen activities (e.g. football might use 60m sprint, Illinois test, Cooper run, wall sit).</li> <li>Muscular endurance and other fitness components can be improved through structured circuit training (e.g. completing multiple rounds of bodyweight exercises like squats and push-ups with minimal rest between stations to build stamina and strength over time).</li> <li>Progression, overload, and variety are key principles to reduce tedium and improve performance.</li> <li>Baseline data includes both qualitative (e.g. self-assessment) and quantitative (e.g. fitness test results, resting heart rate) measures.</li> <li>SMART (specific, measurable, achievable, relevant and time bound) targets help set clear achievable goals (e.g. a goal to improve cardiovascular fitness might be to run 1.5km in under 10 minutes three times a week for four weeks).</li> </ul>	<p><b>Personal exercise plan</b></p> <ul style="list-style-type: none"> <li>Completing fitness tests relevant to a chosen activity, following correct protocols</li> <li>Participating in a teacher-led circuit training programme, applying progression, overload, and variety</li> <li>Selecting and applying training methods that target muscular endurance and other fitness components</li> <li>Collecting and interpreting baseline data to identify areas for improvement</li> <li>Setting SMART goals based on baseline data</li> <li>Undertaking training programmes using varied methods (e.g. circuit training, interval training, plyometrics)</li> <li>Applying SPORT principles to adapt and refine training approaches</li> <li>Accurately replicating training methods to work towards fitness goals</li> <li>Conducting fitness testing and reflecting on progress</li> </ul>

**Year 10**

	<b>Knowledge</b> <i>The facts, concepts, principles, and theories to teach.</i>	<b>Practices</b> <i>The skills, strategies, and applications to teach.</i>
	<ul style="list-style-type: none"> <li>• SPORT principles (specificity, progression, overload, reversibility, tedium) guide effective training.</li> <li>• Accurate and reliable data collection is essential for tracking progress.</li> <li>• Fitness tests can be adapted to make them more sport-specific (e.g. Illinois test with dribbling for football).</li> <li>• Aerobic capacity and biomechanical efficiency and psychological readiness in cross country running are improved through structured training methods, physiological adaptations, such as increased stroke volume, and mental strategies including goal setting, self-talk, and focus control.</li> </ul>	<ul style="list-style-type: none"> <li>• Adapting fitness tests to better suit the sport or activity being trained for</li> <li>• Implementing pacing, efficient movement techniques, and mental strategies, such as goal setting and focus control, to sustain performance throughout a cross-country course</li> </ul>
<b>Movement skills</b> <b>(Net and wall and ki o rahi)</b>	<p><b>Kī o rahi</b></p> <ul style="list-style-type: none"> <li>• Kī o rahi involves fluid role transactions between Taniwha and Kioma, requiring strategic adaption based on game flow, scoring opportunities, and team coordination.</li> <li>• Pūrākau underpinning kī o rahi informs not only the game's structure but also its values, encouraging deeper reflection on whakapapa, tikanga, and collective responsibility.</li> <li>• Agility, anticipation, and zone-specific movement patterns are essential for maintaining positional advantage and responding to dynamic play.</li> <li>• Ball control includes executing passes under pressure, using feints (pretending to pass or move in one direction, quickly changing or executing a different action) and selecting passing options that align with team strategy and zone objectives.</li> <li>• Scoring requires tactical decision making, including when to target the tupu or pawero, and how to manipulate space and timing to maximise scoring potential.</li> <li>• Advanced gameplay involves coordinated defensive systems (e.g. zone marking, intercept setups) and offensive systems (e.g. overloads, switches) to dominate play.</li> <li>• Nuanced rule application such as contact interpretation, zone transitions, and scoring resets support confident officiating and peer leadership.</li> </ul>	<p><b>Kī o rahi</b></p> <ul style="list-style-type: none"> <li>• Transitioning effectively between Taniwha and Kioma roles, adjusting movement and tactics based on game phase and team strategy</li> <li>• Respecting the cultural origins of kī o rahi by incorporating tikanga into gameplay, team interactions, and game preparation</li> <li>• Using agile footwork and spatial awareness to maintain positional advantage, evade defenders, and support zone transitions</li> <li>• Executing precise passes under pressure, using deception and timing to maintain possession and advance team strategy</li> <li>• Using movement, positioning, and timing to create scoring opportunities by accurately targeting the tupu or placing the ball in the pawero zone</li> <li>• Applying coordinated defensive and offensive systems, including marking strategies, intercept setups, and attacking combinations</li> <li>• Officiating games with confidence, applying rules accurately and supporting fair play through peer leadership and decision-making</li> <li>• Participating in a kī o rahi tournament by applying advanced gameplay skills, demonstrating teamwork and strategic decision-making, and upholding tikanga and fair play throughout competitive play</li> </ul>
<b>Outdoor Education</b>	<ul style="list-style-type: none"> <li>• Outdoor education experiences can increase wellbeing and inspire environmental care and a love for adventure and learning.</li> <li>• Outdoor leadership requires the ability to guide individuals or groups with a focus on safety, responsibility, enjoyment, decision-making, and environmental awareness (e.g. coordinating an adventure-based learning activity, sharing a skill or ngā kōrero tuku iho, knowledge passed down over time).</li> <li>• Outdoor education experiences promote personal development, encourage environmental</li> </ul>	<ul style="list-style-type: none"> <li>• Leading others in outdoor settings by making informed decisions, managing group safety, and fostering responsibility</li> <li>• Engaging in outdoor education experiences that support personal growth, promote environmental stewardship (tiakitanga), and build meaningful connections within communities</li> </ul>

Year 10		
	<b>Knowledge</b> <i>The facts, concepts, principles, and theories to teach.</i>	<b>Practices</b> <i>The skills, strategies, and applications to teach.</i>
	stewardship (tiakitanga), and strengthen connections within communities through shared experiences and collaborative learning.	

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