



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



**Te Poutāhū**  
Curriculum Centre

# The New Zealand Curriculum Health and Physical Education Year 5

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DRAFT



**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 5 teaching sequence

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# Health Education

Year 5		
	<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>	<b>Puberty</b> <ul style="list-style-type: none"> <li>Puberty does not happen the same way for everyone. How and when physical changes, like growth or hormone shifts, start can depend on things like genetics, health, and environment.</li> <li>People go through puberty in different ways, and changes like growing taller or feeling new emotions can be shaped by things like family traits, health, and life experiences.</li> </ul> <b>Nutrition</b> <ul style="list-style-type: none"> <li>A balanced diet supports immune function, stabilises mood, and enhances cognitive performance, making healthy eating a key factor in both physical and mental resilience.</li> <li>Fizzy drinks often contain a lot of sugar. They can harm teeth and are not good for overall health when consumed too often.</li> </ul> <b>Self-care</b> <ul style="list-style-type: none"> <li>Changes in routine, school, or friendships can affect how people feel, and it's okay to ask for help.</li> <li>Healthy habits like sleep, exercise, and talking to trusted people can help manage stress positively and support emotional wellbeing.</li> <li>Intense emotions such as anxiety, embarrassment, or being overwhelmed can activate the brain's stress response, triggering fight, flight, or freeze reactions.</li> <li>Using strategies such as deep breathing, grounding techniques, physical movement, or seeking support from a trusted adult can help when people are feeling anxious or worried.</li> <li>Germs are tiny organisms that can cause illness. They spread through direct contact, surfaces, shared items, and unnoticed interactions.</li> <li>Medicines must be used safely by checking with a trusted adult and reading labels to understand correct dosage, purpose, and potential risks.</li> <li>Body image and self-perception are often shaped by social feedback, cultural messages, and personal experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the key concepts (e.g. definitions, life stages, types of emotions) that cover human development:               <ul style="list-style-type: none"> <li>physical</li> <li>emotional</li> <li>social changes</li> </ul> </li> <li>Developing strategies for making food and drink choices that support daily function, energy levels, and overall health</li> <li>Developing strategies such as choosing nourishing foods, drinking water regularly, resting and getting enough sleep to support energy, and focusing during times of growth and change</li> <li>Developing strategies, like positive self-talk, daily routines, and asking for help managing negative stress, and responding constructively to pressure</li> <li>Demonstrating personal hygiene routines that prevent the spread of germs in shared environments, like classrooms, bathrooms, and eating areas</li> <li>Highlighting the importance of recognising key information on medicine labels (e.g. dosage, purpose, and warnings) and complying with those instructions to ensure wellbeing</li> <li>Developing strategies to challenge negative self-talk and promote positive self-perception</li> </ul>
	<b>Relationships</b>	<b>Self and others</b> <ul style="list-style-type: none"> <li>Building trust in relationships often depends on how well people listen, interpret non-verbal cues, and adjust language to show respect and understanding (see English Oral Language).</li> <li>Developing personal strengths (e.g. resilience, self-discipline) and recognising those of others, helps people to work well in teams and supports group goals.</li> <li>Supporting changes in friendships can feel challenging, and people should ask for support when they feel uncomfortable.</li> </ul>

Year 5		
	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"> <li>Supporting others in problem-solving, such as active listening, asking thoughtful questions, offering encouragement and working together, builds strong relationships.</li> </ul> <p><b>Consent</b></p> <ul style="list-style-type: none"> <li>Consent is shaped by context, communication and personal boundaries, and respecting someone's right to change their mind is essential to building trust and mutual understanding.</li> <li>Protective behaviours, such as saying 'no', seeking help, or leaving unsafe situations, help people respond to risk and maintain personal safety.</li> </ul> <p><b>Staying safe online</b></p> <ul style="list-style-type: none"> <li>The reliability, safety, and respectfulness of online content often depends on who created it, why it was shared, and how critically it is viewed by others.</li> <li>The permanence of personal content on online platforms can depend on privacy settings, platform policies, and how others choose to interact with or redistribute that content.</li> </ul> <p><b>Stereotypes</b></p> <ul style="list-style-type: none"> <li>Stereotypes in sports and hobbies shape expectations by reinforcing biases. This can deter people from participating, and influence how people are evaluated and included.</li> <li>Unconscious bias can shape how performance is judged, often leading to unequal recognition, feedback and opportunities, especially when someone's interests challenge traditional norms.</li> </ul>	<ul style="list-style-type: none"> <li>Using strategies like critical thinking, inclusive discussion, and analysing how stereotypes and unconscious bias affect participation and feedback</li> </ul>

## Physical Education

Year 5		
	Knowledge <i>The facts, concepts, principles, and theories to teach.</i>	Practices <i>The skills, strategies, and applications to teach.</i>
<b>Movement skills</b>  <b>(Invasion games)</b>	<p><b>Invasion games (e.g. netball and basketball)</b></p> <ul style="list-style-type: none"> <li>Key principles of attack include moving the ball forward, dodging, and scoring.</li> <li>Key principles of defence include marking, intercepting, and regaining possession.</li> <li>Marking involves both first stage (marking the player) and second stage (marking the ball).</li> <li>Accurate passing and correct selection of pass type are essential for maintaining possession.</li> <li>Shooting requires specific technique and positioning.</li> <li>Intercepting involves reading the play and timing movement to disrupt a pass.</li> </ul>	<p><b>Invasion games (e.g. netball and basketball)</b></p> <ul style="list-style-type: none"> <li>Passing, dribbling, and moving into space to maintain possession and create scoring opportunities</li> <li>Applying attacking and defending strategies in a game, including dodging, marking (both stages), and intercepting</li> <li>Shooting using correct technique</li> <li>Applying rules and conventions accurately during play and adapting to game situations and positions</li> <li>Making decisions, such as when and how to pass, move, or shoot, to support team success</li> </ul>

**Year 5**

	<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>Using space effectively is important for both attacking (creating passing options) and defending (holding space).</li> <li>Game play is governed by rules and conventions (e.g. offside, obstruction, footwork, time limits).</li> </ul>	
<b>Movement skills</b> <b>(Fielding, striking, and net and wall games)</b>	<p><b>Net and wall games (e.g. mini tennis)</b></p> <ul style="list-style-type: none"> <li>A correct base/starting position is essential for effective movement and ball control.</li> <li>Reaction time, balance, and speed are key components of fitness that support successful play.</li> <li>Game play includes conventions such as scoring, serving, and rallies.</li> <li>There are different methods to move the ball across the court (e.g. volley, underarm, overarm).</li> <li>There are techniques to control the play, including attacking techniques and defensive techniques.</li> </ul>	<p><b>Net and wall games (e.g. mini tennis)</b></p> <ul style="list-style-type: none"> <li>Standing in a correct base or start position and moving effectively to receive or return the ball</li> <li>Serving and passing the ball with control and accuracy</li> <li>Feeding and receiving the ball over a net using correct throwing and catching technique</li> <li>Sustaining a rally by keeping the ball in play using appropriate passing and movement, with or without a net</li> <li>Applying movement and decision-making to win points through coordinated team play</li> </ul>
<b>Movement skills</b> <b>(Athletics)</b>	<p><b>Athletics — introduction to run, jump, throw</b></p> <ul style="list-style-type: none"> <li>Accurate movement in running, jumping, and throwing relies on balance, timing, coordination, and effective force application.</li> <li>Sprints require speed and quick reaction time to accelerate and maintain high velocity.</li> <li>Long-distance running requires stamina to sustain effort over time.</li> <li>Jumping and throwing events require power, coordination, and flexibility to generate force and control movement.</li> <li>Muscles used in athletic activities need to be prepared through mobility and stretching to prevent injury and support performance.</li> <li>Participation in different events has varying physical impacts, such as fatigue and muscle soreness after prolonged effort.</li> <li>Pacing and rhythmic breathing regulate energy output and support sustained movement during long distance and cross country running</li> </ul>	<p><b>Athletics — introduction to run, jump, throw</b></p> <ul style="list-style-type: none"> <li>Running techniques, with varying stride length, posture, and arm movement, for short, long distances and cross country</li> <li>Jumping to maximise height or distance</li> <li>Throwing different objects, using push, pull, and sling techniques, over distance and with accuracy</li> <li>Tracking, chasing, and retrieving objects with control, linking movement to agility and coordination</li> <li>Moving with speed and agility in short-distance relays and reaction time games</li> </ul>
<b>Movement skills</b> <b>(Swimming)</b>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Basic water survival skills include floating, treading water, and safe entry/exit techniques.</li> <li>The HELP (Heat Escape Lessening Posture) position (in a life jacket or with a tow float) and huddle position helps conserve body heat in cold water.</li> <li>Safe reach rescues (e.g. using a noodle or kickboard) must be performed with awareness of potential dangers.</li> <li>Breathing while swimming involves inhaling above water and exhaling below water.</li> </ul>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Performing floating and sculling techniques</li> <li>Demonstrating the HELP position and huddle position for cold water survival accurately</li> <li>Performing safe reach rescues using flotation devices with awareness of safety risks</li> <li>Swimming increasing distances using coordinated front crawl movements, including correct body position, leg action, arm action, and breathing</li> <li>Analysing open water conditions and environmental hazards to identify safe decisions, including when and where to enter or exit water</li> </ul> <p><b><i>This content is to be taught across Years 4, 5, and 6.</i></b></p>

Year 5		
	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"> <li>• Safety practices are essential during water activities, along with wearing the appropriate gear and following instructions.</li> <li>• Swimming technique can be adapted for different strokes (e.g. front crawl, back stroke, and breaststroke) and situations.</li> <li>• Open water conditions (e.g. currents, waves, and temperature) can influence safety and movement.</li> <li>• Risk assessment includes recognising environmental hazards and knowing when to enter, exit, or avoid water.</li> </ul> <p><b><i>This content is to be taught across Years 4, 5, and 6.</i></b></p>	
<b>Outdoor Education</b>	<ul style="list-style-type: none"> <li>• Outdoor activities can help people discover new strengths, build resilience, and enjoy personal challenges in nature.</li> <li>• Different types of terrain (e.g. forested areas, coastal zones, elevated landscapes) present distinct environmental challenges and require terrain-specific safety protocols and preparation.</li> <li>• Risk assessment and management strategies include pre-activity research and planning to reduce risk and increase enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying hazards in the school, home, and community</li> <li>• Creating risk management strategies for outdoor experiences around school and the local community</li> </ul>