



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



Te Poutāhū
Curriculum Centre

The New Zealand Curriculum

Health and Physical Education Year 7

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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 7 teaching sequence

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Health Education

Year 7		
	Knowledge <i>The facts, concepts, principles, and theories to teach.</i>	Practices <i>The skills, strategies, and applications to teach.</i>
Bodies Minds	<p>Adolescent change</p> <ul style="list-style-type: none"> • Puberty does not follow a set pattern. While changes like breast development, voice deepening, and body hair growth are common, the timing and experience can vary widely. • During puberty, body image and peer acceptance can be shaped by social comparisons, media influences, and changing self-awareness, not just physical changes alone. • Hormonal changes during puberty do not just influence physical growth, they can reshape sleep patterns, emotional reactions, and social behaviour. <p>Nutrition</p> <ul style="list-style-type: none"> • As adolescents grow and become more active, their nutritional needs shift in ways that are not always obvious, and without enough variety and balance in their diet, mood, focus, and long-term health can be affected. • Food choices are not just personal preferences, they are often shaped by cultural traditions and social settings and shared meals can reinforce belonging, identity, and trust within a group. • Fizzy drinks are high in sugar, which can damage teeth, and increase the risk of health problems; understanding these effects helps people make healthier drink choices. <p>Self-care</p> <ul style="list-style-type: none"> • Major life changes like moving or starting at a new school can affect emotions and behaviour in ways people do not always expect, and while strategies like planning, talking, and self-care can help, learning to adjust often takes time and support. • Small amounts of stress during challenges or deadlines can help with focus and building resilience, as long as it is balanced with rest and support. <p>Alcohol and other drugs</p> <ul style="list-style-type: none"> • Substances like alcohol, tobacco, and drugs can interfere with brain development in ways that are not always immediately noticeable, affecting decision-making, emotional wellbeing, and social behaviour in ways that may only surface over time. • Peer pressure and social media can influence substance-related choices. They can blur personal boundaries, making risky behaviours seem normal. 	<ul style="list-style-type: none"> • Developing skills in self-awareness, empathy, emotional regulation, and help-seeking to support an understanding of and ability to manage change and build respectful relationships • Developing media awareness and critical thinking skills by exploring advertising to identify persuasive techniques used to promote unhealthy food and explain their influence on food choices • Strengthening skills in self-awareness, decision-making, and critical thinking supports an understanding and recognition of the importance of variety and balance in dietary habits for long term health • Developing skills in cultural awareness, empathy, and respectful communication by learning about food choices of others • Recognising how major life changes and stress can influence emotions and behaviour • Developing skills such as emotional regulation, self-awareness, planning, and help-seeking, to manage change
	Relationships	<p>Self and others</p> <ul style="list-style-type: none"> • Assertive communication is not just about speaking up — it is about learning to express thoughts and boundaries in a way that builds respect and clarity, even in situations where emotions run high and power dynamics are uneven.

Year 7

	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"> • Handling tricky social situations often takes more than just knowing what to say — it can involve managing emotions, setting boundaries, and resolving conflict in ways that protect wellbeing while keeping relationships intact. • Role models can influence behaviour and shape how people define success, handle challenges, and make everyday choices. • Respecting diversity goes beyond being polite — it means actively noticing whose voices are missing, using inclusive language that reflects real understanding, and having the courage to challenge unfair treatment, even when it is uncomfortable. • Bullying and harassment are not always loud or obvious — they can show up in subtle patterns that erode emotional safety and social trust, making it harder for people to feel secure, speak up, or stay connected. <p>Consent</p> <ul style="list-style-type: none"> • Giving consent to share digital content involves understanding how visibility, context, and trust can shift once something is online. • Seeking permission before borrowing or sharing something is a way of showing respect for others' boundaries and learning to accept their decisions. • Ignoring someone's change of mind or continuing to pressure them after they have said no is disrespectful and can be harassment. • In te ao Māori heads are considered tapu. Consent is required before touching another person's head and anything related to the head should be treated carefully. For example, hairbrushes should not be left on a table where kai is served. <p>Staying safe online</p> <ul style="list-style-type: none"> • Even when protective behaviours like adjusting privacy settings or reporting harmful content are used, they do not fully shield people from online risks. • Algorithms can influence what people see online by showing similar content repeatedly, which can limit the variety of ideas and information available to the viewer. • The impact of online behaviours is not always immediately visible. <p>Stereotypes</p> <ul style="list-style-type: none"> • Stereotypes can be deeply entrenched, and many people are unaware of their biases. When people are challenged, they may not recognise or change their behaviour and thinking. • When stereotypes are held at a societal level, they can create norms or expectations (e.g. gender roles). 	<ul style="list-style-type: none"> • Exploring strategies for seeking, giving, or declining consent in everyday situations, and practising communicating intentions clearly and respectfully through discussion, role play, or guided scenarios • Recognising subtle patterns of unfair treatment and exclusion by developing skills like empathy, assertiveness, speaking up, and using inclusive language to protect social trust and wellbeing • Recognising and respecting personal boundaries and developing skills like seeking and accepting permission, recognising shifts in trust and context (especially online), and responding appropriately when someone changes their mind • Practising strategies like clear communication, identifying pressure, and challenging disrespectful behaviour to protect relationships and emotional safety • Building digital literacy, emotional intelligence, and self-awareness to understand that online harm is not always visible or immediate • Exploring how algorithms shape online experiences • Using critical thinking and reflection to recognise subtle impacts, respond with empathy and seek support when needed • Using respectful discussion, active listening, and empathy when exploring different perspectives • Using critical thinking to challenge stereotypes and understand their impact on identity

Physical Education

Year 7		
	Knowledge <i>The facts, concepts, principles, and theories to teach.</i>	Practices <i>The skills, strategies, and applications to teach.</i>
Movement skills (Invasion games and net and wall)	Invasion games (e.g. hockey) <ul style="list-style-type: none"> • Effective participation in hockey requires a thorough warm-up (pulse raiser, mobility, dynamic stretches) and mental rehearsal for readiness. • Accurate and safe techniques for tackling and passing are essential, with different types suited to specific situations. • Decision making in gameplay involves choosing when to pass, shoot, or dribble, and is guided by principles such as anticipation, timing, and recovery. • Training methods like fartlek (speed) and circuit training improve fitness for hockey by targeting game-specific demands (e.g. power, agility, endurance). • Adhering to basic rules ensures safety and fairness. • Using basic statistics and observations helps identify strengths and areas for improvement. 	Invasion games (e.g. hockey) <ul style="list-style-type: none"> • Using dribbling, passing, and stopping movements in isolation prior to linking movements • Applying decision making to retain possession and create opportunities during small-sided games, including finding space and selecting appropriate skills • Engaging in and reflecting on the effects of fartlek and circuit training to enhance specific fitness components and understanding effective training methods • Applying and abiding by basic safety-related rules during play (restart when ball leaves the field of play, stick tackles, third party obstructions) • Using basic statistics and observations to comment on performance and set goals for improvement
Movement skills (Invasion games)	Invasion games (e.g. netball) <ul style="list-style-type: none"> • Full rules of play include specific positions and roles for each player. • Attacking set plays include: <ul style="list-style-type: none"> ○ strategies for the centre pass ○ execution of penalty passes ○ techniques for backline throw-ins ○ introducing the ball from the back of the court. • Defensive set plays include: <ul style="list-style-type: none"> ○ defending the centre pass, backline throw, and penalty pass ○ defending the goal using man-to-man or zone defence. • Officiating in netball involves understanding and applying rules through correct signals and commands. • Fartlek training can improve netball fitness by mimicking the game's stop-start movement patterns. • Circuit training supports overall fitness in netball, improving power, agility, and endurance. • Basic statistics and observations can be used to identify strengths and areas for improvement in performance. 	Invasion games (e.g. netball) <ul style="list-style-type: none"> • Performing accurate passing technique and recognising when to use each pass • Performing accurate body position to receive the ball and recognising when to use different types of passing techniques • Applying shooting techniques (in isolation, passive defence, active defence) and recognising the best position to shoot to ensure the rebound • Practising attacking and defensive set plays • Accurately abiding by rules and conventions of game play by understanding basic officiating (application of signals and commands) • Undertaking circuit training to understand how training methods can support improving performance • Undertaking fartlek training, using court lines to understand how training method can improve performance
Movement skills (Movement, strength and sport)	Choreographed movement/kapa haka balance, strength, and flexibility combination (e.g. parkour/mau rākau) <ul style="list-style-type: none"> • A variety of balances and travelling movements from dance, gymnastics, and kapa haka can be adapted for new contexts like parkour and mau rākau (e.g. rolls, vaults, precision jumps, traversing obstacles, wiri, ringa, haka stance). 	Choreographed movement/kapa haka balance, strength, and flexibility combination (e.g. parkour/mau rākau) <ul style="list-style-type: none"> • Using a range of jumps, rolls, balances, and travelling movements from dance, gymnastics, and kapa haka and showing increasing control, competence, and confidence

Year 7

	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"> Principles of choreographing a sequence include creating flow, linking movements, and using transitions from dance and gymnastics. Participation in activities like gymnastics, dance, parkour, and mau rākau supports increased flexibility, wellbeing, and overall movement quality. Flexibility training improves quality of movement and wellbeing through breathing exercises. Safety principles are essential when navigating obstacles and performing new movements. 	<ul style="list-style-type: none"> Performing specific movements (e.g. parkour roll — diagonally across shoulder and back, step vault, precision jump — to and from patches, to and from benches, on to and off benches, over benches) Applying safe landing techniques and navigating obstacles using correct safety principles Developing and performing a sequence that smoothly connects movements from different disciplines, showing flow and creativity Refining movement quality through flexibility training and feedback
Movement skills (Athletics)	Athletics — 80, 1200, shot put (push), <ul style="list-style-type: none"> The sprint start technique is crucial for short-distance races. Specific training methods improve performance: <ul style="list-style-type: none"> short interval training enhances sprinting ability (linked to the principle of specificity.) fartlek training improves endurance (linked to the principle of specificity). Momentum, balance, and the transfer of energy through the body contribute to effective throwing techniques in shot put and different approaches (e.g. standing, 3-step, shuffle) support these outcomes. Body position, rhythm, and movement patterns affect sprint starts and long-distance running, including how to pace, time, and overtake effectively. Basic roles of athletics officials include measuring and recording distances and times. Rules of participation include false starts, breaks, and foul throws. Physiological demands differ between sprinting (80m) and endurance running (1200m). Observing and recording distances and times can help assess improvements in movement quality. Safe practices are essential in athletics, such as collecting projectiles together after throws. The aerobic endurance required for cross country running is supported by heart and muscle function during sustained physical activity, with consistent movement maintained through pacing, breathing control, stride regulation, and terrain adaption. 	Athletics — 80, 1200, shot put (push), <ul style="list-style-type: none"> Using accurate technique: <ul style="list-style-type: none"> standing shot put technique shot put shuffle technique sprint starts long distance run (e.g. pace, 'kick', timing, overtaking) Measuring and recording times and distances accurately Applying event rules, regulations, and safe procedures (e.g. call a foul throw, call a false start) Waiting for all throws before collecting equipment Maintaining steady effort over a cross-country course by using consistent movement and recovery strategies
Outdoor Education	<ul style="list-style-type: none"> Spending time outdoors can support wellbeing, spark curiosity, and develop a lifelong appreciation for nature and adventure. Risk management in outdoor environments involves dynamic assessment processes that account for environmental variability, group capabilities, and activity-specific hazards. This informed decision-making maintains safety and enables joyful and meaningful engagement with the natural world. 	<ul style="list-style-type: none"> Identifying potential evolving risks, considering group needs, and making informed decisions to stay safe in outdoor conditions