



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



Te Poutāhū
Curriculum Centre

The New Zealand Curriculum Health and Physical Education Year 9

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DRAFT



**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 9 teaching sequence

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Health Education

Year 9		
	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"> Understanding the changes of early adolescence can support personal growth and connection. Resilience often develops through navigating the awkward, uncertain, and sometimes isolating parts of growing up. Respectful communication is important during times of change, and connection often grows through moments of misunderstanding, emotional tension, and learning how to repair and rebuild trust when things do not go perfectly. <p>Nutrition</p> <ul style="list-style-type: none"> Healthy eating can be influenced by individual differences in access, cultural norms, body image, and emotional wellbeing. <p>Self-care</p> <ul style="list-style-type: none"> Reframing, setting boundaries, and building supportive relationships can strengthen emotional wellbeing, and learning to use these tools takes time. Adolescents face many transitions, like changes in appearance, relationships, and responsibilities, and adapting to these changes involves self-awareness and resilience. <p>Alcohol and other drugs</p> <ul style="list-style-type: none"> Even when students know how to say no or seek help, making safe choices around substances can still be difficult. 	<ul style="list-style-type: none"> Developing strategies for managing emotional discomfort and uncertainty during times of personal change, including practising respectful communication, repairing trust after misunderstandings, and building resilience through reflection and connection Developing strategies for navigating personal and social transitions, including seeking support, reflecting on experiences, and building resilience through trial and error Developing self-awareness, emotional regulation, and health knowledge by investigating how physical states like fatigue, hunger, and illness affect adolescents' thinking, feelings, and behaviour Recognising signs of pressure and developing techniques to regulate emotions and seek support from trusted people or services when facing challenges Recognising and reflecting on the physical, emotional, and social changes experienced by practising self-awareness, help-seeking, and strategies for managing uncertainty and change Analysing how peer pressure, social expectations, and fear of standing out can make protective behaviours around substance use feel risky or isolating Investigating the social, cultural, and global influences on substance use by analysing media portrayals Developing harm reduction and protective decision-making strategies such as practising refusal skills, identifying support networks, and assessing community services to promote wellbeing and informed choices
	Relationships	<p>Self and others</p> <ul style="list-style-type: none"> Communities are made up of people from diverse cultural, religious, and ethnic backgrounds and understanding and respecting these differences helps build inclusive and supportive relationships. Cultural, religious, and social groups and organisations contribute to the wellbeing of communities through heritage, values, and collective action. These groups sometimes experience discrimination. Global inequality affects access to basic needs like clean water, nutritious food, and healthcare, which can impact physical and emotional wellbeing across different communities. Empathy, emotional awareness, and respectful communication are important for building positive relationships. Applying them in real-life situations can be challenging, especially when emotions are high or perspectives clash.

Year 9

	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"> • In real-life social situations, emotions can be overwhelming. Using strategies like reframing or self-talk can help build confidence over time. • Intervening and taking action in bullying situations is often challenging. Fear of becoming a target, uncertainty about what is 'safe', or not wanting to stand out can make doing the right thing feel risky and confusing. • Modelling inclusive behaviour can support positive group dynamics. Sometimes it challenges group norms, creates discomfort, or requires courage to stand up for others. • Self-perception and body image continue to evolve during adolescence and are shaped by personal values, cultural influences, and social environments, including online spaces. <p>Consent</p> <ul style="list-style-type: none"> • Coercive situations often begin subtly and may not feel harmful at first, so recognising them can be difficult. • Assertive communication uses clear language and confident cues. Applying it in real life can be emotionally and socially complex. • Consent is shaped by power, trust, and emotional safety, and recognising these influences enables strategies such as eye contact, posture, and tone that help to assert personal boundaries. • An imbalance of power may affect someone's ability to give or withhold consent freely and safely • Respecting consent involves recognising power dynamics and social pressures in relationships, and ensuring that decisions are mutual, clearly communicated, and made without coercion. <p>Staying safe online</p> <ul style="list-style-type: none"> • Body image is shaped by internal factors like self-talk and external factors like media and culture. Recognising these influences can support mental wellbeing by fostering a more positive self-image. • Harmful online behaviours like cyberbullying often emerge not just from individual choices, but from group dynamics and unspoken social norms that reward conformity. • Influencers and targeted advertising can shape beliefs and behaviours by using personal data to promote products or ideas that may not be accurate. <p>Stereotypes</p> <ul style="list-style-type: none"> • Stereotypes reduce complex identities to fixed traits, like gender, culture, or ability, shaping how people are judged and treated. This simplification can reinforce bias and affect fairness in everyday interactions. 	<ul style="list-style-type: none"> • Developing skills for taking action against discrimination and applying strategies for building inclusive environments, even when facing resistance or discomfort • Practising assertive communication using clear language and confident cues and exploring strategies for navigating emotional and social discomfort when personal boundaries conflict with group norms or power dynamics • Critically examining how media messages, influencers, advertising, online norms, and group dynamics shape self-perception and contribute to harmful behaviours like cyberbullying and developing strategies for making self-aligned choice and promoting safer, more inclusive digital interactions • Examining how stereotypes reduce complex identities to fixed traits and developing strategies for recognising bias and promoting fairness in everyday interactions

Year 9		
	Knowledge <i>The facts, concepts, principles, and theories to teach.</i>	Practices <i>The skills, strategies, and applications to teach.</i>
Sex Education	<ul style="list-style-type: none"> • 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. • Cultural, religious, and family values and beliefs shape attitudes about consent, sexual behaviour, and rights and responsibilities in relationships. • Every individual has the right to bodily autonomy and to make informed, respectful decisions about sexual activity, sexual health, and relationships, based on personal values and beliefs. • Hormonal changes influence mood, personal development, and sexual feelings, and recognising these influences helps people manage them respectfully and safely. • Sexual development includes forming values, understanding consent, and knowing how to access confidential advice and support for sexual health when needed. • Understanding the role of consent, communication, and emotional readiness supports healthy and positive sexual relationships. • People experience sexual desire (a longing for sexual expression or a feeling of sexual attraction) in many ways. Thinking about sex is normal. 	<ul style="list-style-type: none"> • Analysing how cultural and social values and beliefs affect personal choices in relationships and decision-making • Recognising how hormonal changes and sexual development influence emotions, values, and behaviour • Identifying ways to manage changes respectfully, including understanding consent and knowing where to access support

Physical Education

Year 9		
	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)	<p>Invasion games (e.g. hockey)</p> <ul style="list-style-type: none"> • Accurate passing techniques require proper follow through and control and identifying strengths and areas for improvement helps refine skill execution. • A cool down is important for physiological recovery, including gradual heart rate reduction, oxygen delivery, and prevention of blood pooling. • Antagonistic muscle pairs (e.g. quadriceps and hamstrings) work together during stretching, with one muscle lengthening while the other shortens. • Lactic acid is produced during anaerobic activity, especially during high-intensity efforts. • Interval training improves speed endurance and is specific to sports like hockey. 	<p>Invasion games (e.g. hockey)</p> <ul style="list-style-type: none"> • Using powerful passing techniques accurately, including push pass and slap pass • Using basic hand grips on the stick and performing partner passing drills that use top and bottom hand techniques • Catching across the body and passing with both hands • Dribbling using open stick and reverse stick techniques • Performing tackling techniques such as block and jab tackles and applying footwork, positioning, and reaction time in blocking drills • Executing long corners and crossing the ball effectively • Using the hit technique for power and accuracy

Year 9

Year 9		
	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"> • Applying defensive strategies such as marking, tracking, and jockeying • Applying game rules including feet, sideline ball, self-pass, shooting within the D and self-pass restarts • Creating and exploiting space by limiting the size of the field • Completing cool down activities including pulse reducing movements and static stretching • Completing pyramid interval training sessions to build speed endurance • Participating in agility-based circuit sessions, using equipment and drills such as agility ladders, Illinois runs with stick and ball, and T drill runs
Movement skills (Sport)	<p>Physical activity/sport (select a sport not previously covered)</p> <ul style="list-style-type: none"> • Sports and activities require clear and accurate application of rules, strategies, and tactics for both participation and officiating. • A complete warm-up includes a pulse raiser and both static and dynamic stretching and is important for physical and mental preparation. • Nutrition and psychological techniques support readiness and performance. • Physiological changes (e.g. heart rate, muscle use) depend on activity intensity and type, and can be analysed to identify strengths, limitations, and set goals. • Bones, muscles, and fitness components (e.g. cardiovascular and muscular endurance) are developed through participation and specific training. 	<p>Physical activity/sport (select a sport not previously covered)</p> <ul style="list-style-type: none"> • Applying rules, strategies, and tactics accurately as both participant and official in a chosen sport or activity • Completing a full warm-up with a pulse raiser and appropriate stretching • Using nutrition and psychological techniques to prepare for activity • Analysing and responding to physiological changes during activity, using data for self-assessment and goal setting • Developing fitness through specific training methods • Comparing and contrasting methods of starting and restarting play across different sports • Applying and refining movement patterns, poses, or skills relevant to the selected activity
	<p>Personal exercise plan</p> <ul style="list-style-type: none"> • Quantitative and qualitative data collection can support understanding of improvements and help measure the success of a training programme. • A personalised exercise programme (PEP) requires understanding the specific physical demands of the activity (e.g. cardiovascular endurance, muscular strength, core stability, recovery). • Heart rate and breathing rate changes during preparation, activity, and recovery and provide useful quantitative data, with specific strengths and limitations. • Qualitative data such as rate of perceived exertion (RPE), mood scales, and physiological sensations (e.g. tightness, pain, lethargy) offer insight into how the body responds to training. • Fitness tests (e.g. 60m sprint, vertical jump, Cooper run, sit and reach, Illinois test) require clear protocols and have strengths and limitations depending on the activity. 	<p>Personal exercise plan</p> <ul style="list-style-type: none"> • Monitoring heart rate and breathing rate before, during, and after exercise to collect quantitative data • Tracking RPE, mood, and physiological sensations before, during, and after exercise to collect qualitative data • Conducting fitness tests using correct protocols and interpreting results in relation to activity specific demands • Using the principle of overload through progressive circuit training • Creating a balanced training plan that includes aerobic conditioning, strength training, flexibility, and rest days tailored to goals and fitness level • Structuring a running programme that includes hill training, endurance runs, strength conditioning, and recovery strategies to improve trail running and tramping performance

Year 9		
	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"> The principle of overload involves increasing frequency, intensity, or type of exercise to improve fitness (e.g. increasing exercise time, reducing rest, varying stations). Trail running, cross country, and jumping require cardiovascular fitness, lower body strength, agility, and adaptability to terrain and elevation. 	
Movement skills (Net and wall and ki o rahi)	<p>Net and wall (e.g. badminton)</p> <ul style="list-style-type: none"> Training methods such as interval training, circuit training, HIIT, and plyometrics contribute to the development of cardiovascular and muscular endurance, with agility circuits enhancing movement efficiency. Skill acquisition occurs across isolated drills, modified games, and full game contexts, each supporting progression in control, accuracy, and tactical decision-making. Effective court coverage involves spatial strategies including recovery positioning, movement patterns to pressure opponents, and tactical play at the net and backcourt. Advanced net and wall techniques include overhead clears, smashes, drop shots, and backhand low serves, each serving distinct tactical purposes within gameplay. Strategic manipulation of space and shot placement is central to controlling rallies, creating scoring opportunities, and responding to opponent movement. 	<p>Net and wall (e.g. badminton)</p> <ul style="list-style-type: none"> Completing 10–15-minute training blocks using interval, circuit, HIIT, or plyometric methods to improve agility, cardiovascular endurance, and muscular strength Using net and wall techniques in isolated drills, modified games, and full game scenarios, showing control, accuracy, and tactical awareness Moving efficiently around the court by returning to the base position after each shot, creating space, and using footwork to pressure the opponent at the net and backcourt Executing advanced net and wall shots with appropriate technique and tactical intent Applying rules accurately while officiating singles and doubles games, including correct scoring, service rotation, and fault identification Using shot placement and movement strategies to control rallies, force opponent movement, and create scoring opportunities during gameplay
Outdoor Education	<ul style="list-style-type: none"> Outdoor activities can be personally meaningful, helping people to explore challenge and resilience. Following low-impact travel principles, managing waste responsibly, staying on designated tracks, and avoiding disturbance to wildlife supports the long-term health and resilience of ecosystems and demonstrates tiakitanga (guardianship). Planning and preparation are essential for safe and enjoyable outdoor experiences. They reduce risk, improve group coordination, and ensure participants are equipped to respond to environmental challenges (e.g. weather changes, terrain variability, emergency situations). Risk documentation provides a structured format for monitoring and reviewing risks over time and includes key features, such as clearly identifying potential hazards, describing the likelihood and consequences of each risk and outlining strategies to mitigate them. 	<ul style="list-style-type: none"> Applying sustainable practices during outdoor activities and demonstrating tiakitanga (guardianship) through actions that protect and respect the natural environment Effectively plan and prepare for outdoor experiences by assessing risks, coordinating group logistics, and adapting to environmental challenges to ensure safety and success