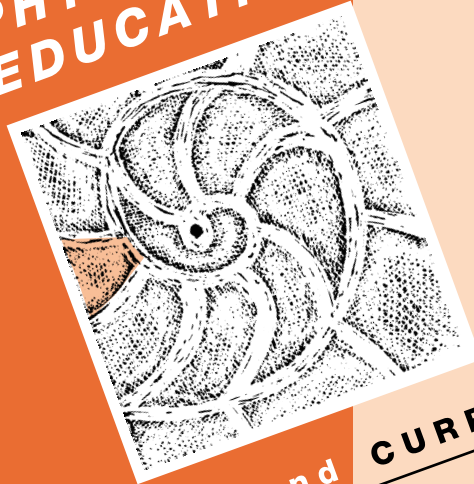


**HEALTH AND
PHYSICAL
EDUCATION**



in the New Zealand CURRICULUM

Ministry of Education

Learning Media
Wellington

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He oranga ngākau,

He pikinga waiora.

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

Foreword

Health and Physical Education in the New Zealand Curriculum is the core statement for the essential learning area Health and Physical Well-being. It sets a clear direction, which will guide schools as they plan programmes to address the critical health and physical education issues facing our young people.

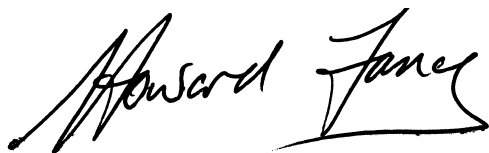
The curriculum is compulsory to year 10 and also provides the basis for programme planning in the senior secondary school. The achievement aims and objectives will be used for the development of achievement standards for the National Certificate in Educational Achievement.

Health and Physical Education in the New Zealand Curriculum replaces the existing health, physical education, and home economics syllabuses.

In order to foster academic achievement and provide students with equal educational opportunities, schools need to address the broad health issues that affect students' learning. The health and well-being of students affects their academic achievement, and each student's attitudes, values, and behaviour affect the people around them.

Through learning in this curriculum, students will gain the knowledge, skills, attitudes, and values to enjoy a healthy lifestyle and to contribute actively to the well-being of other people and the well-being of their communities. Students will take increasing responsibility for their own health and will learn movement skills in a wide range of contexts. They will develop the skills that will enable them to enhance their relationships with other people, and they will participate in creating healthy communities by taking responsible and critical action.

I want to acknowledge all those who have contributed to the development of this curriculum statement: the writers, the policy advisory group, the many reference groups, advisers, lecturers, and teachers who trialled material in schools, and all those individuals and groups who commented on the draft.

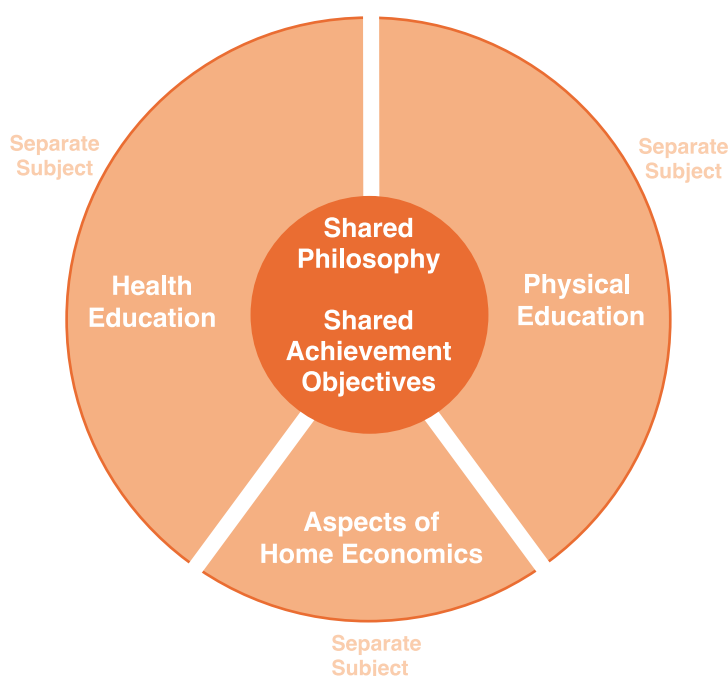


Howard Fancy
Secretary for Education

Introduction

Through learning in health and physical education, students will develop the knowledge, skills, attitudes, and motivation to make informed decisions and to act in ways that contribute to their personal well-being, the well-being of other people, and that of society as a whole.

This curriculum incorporates health education, physical education, and aspects of home economics.



Health and Physical Education in the New Zealand Curriculum establishes the direction for learning in health education and physical education through four general aims. Within four strands - Personal Health and Physical Development, Movement Concepts and Motor Skills, Relationships with Other People, and Healthy Communities and Environments - the curriculum sets out a clear and structured progression of achievement objectives that spans all levels of schooling.

The curriculum is underpinned by four concepts - well-being (hauora), health promotion, the socio-ecological perspective, and the importance of attitudes and values that promote hauora. These concepts are described on pages 30 to 34.

Seven key areas of learning (described on pages 35 to 47) reflect and address the current health and physical education needs of New Zealand students. The key areas of learning are Mental Health, Sexuality Education, Food and Nutrition, Body Care and Physical Safety, Physical Activity, Sport Studies, and Outdoor Education.

This curriculum also contributes to the development of the essential skills described in *The New Zealand Curriculum Framework*.





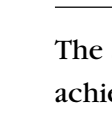

General Aims

The aims of the health and physical education curriculum are for students to:

- A** develop the knowledge, understandings, skills, and attitudes needed to maintain and enhance personal health and physical development;
- B** develop motor skills through movement, acquire knowledge and understandings about movement, and develop positive attitudes towards physical activity;
- C** develop understandings, skills, and attitudes that enhance interactions and relationships with other people;
- D** participate in creating healthy communities and environments by taking responsible and critical action.

Structural Framework

The structure of this curriculum is based on general aims, strands, achievement aims, achievement objectives, underlying concepts, and key areas of learning.

 <p>Attitudes and Values</p>  <p>Perspective</p>  <p>Socio-ecological</p>  <p>Health Promotion</p>  <p>Well-being</p>  <p>Haurora</p>	<p>General Aims</p> <p>The aims are for students to:</p>	<p>A develop the knowledge, understandings, skills, and attitudes needed to maintain and enhance personal health and physical development;</p>	<p>B develop motor skills through movement, acquire knowledge and understandings about movement, and develop positive attitudes towards physical activity;</p>
	<p>Strands</p>	<p>A Personal Health and Physical Development</p>	<p>B Movement Concepts and Motor Skills</p>
	<p>Achievement Aims</p> <p>Students will:</p>	<p>A1 Personal growth and development gain understandings and skills to manage and adjust to the processes of growth and maturation;</p> <p>A2 Regular physical activity understand and appreciate, as a result of experience, the contribution of physical activity to personal well-being;</p> <p>A3 Safety and risk management meet and manage challenges and risks in positive, health-enhancing ways;</p> <p>A4 Personal identity and self-worth analyse attitudes and values and take actions that contribute to their personal identity and self-worth. (In this document, “personal identity and self-worth” includes the ideas of self-concept, self-confidence, and self-esteem.)</p>	<p>B1 Movement skills develop and apply, in context, a wide range of movement skills and facilitate the development of physical competence;</p> <p>B2 Positive attitudes and challenge develop a positive attitude towards physical activity by accepting challenges and extending their personal capabilities and experiences;</p> <p>B3 Science and technology develop and apply a knowledge and understanding of the scientific, technological, and environmental factors that influence movement;</p> <p>B4 Social and cultural factors develop and apply knowledge and understanding of the social and cultural factors that influence people’s involvement in physical activity.</p>
	<p>Achievement Objectives at Each Level</p>	<p>Focus</p> <p>A1 Personal growth and development</p> <p>A2 Regular physical activity</p> <p>A3 Safety and risk management</p> <p>A4 Personal identity and self-worth</p>	<p>Focus</p> <p>B1 Movement skills</p> <p>B2 Positive attitudes and challenge</p> <p>B3 Science and technology</p> <p>B4 Social and cultural factors</p>

<p>C develop understandings, skills, and attitudes that enhance interactions and relationships with other people;</p>	<p>D participate in creating healthy communities and environments by taking responsible and critical action.</p>	<p style="text-align: center;">Key Areas of Learning</p> <p>Physical Activity Outdoor Education Sport Studies Food and Nutrition Mental Health Body Care and Physical Safety Sexuality Education</p>
<p>C Relationships with Other People</p>	<p>D Healthy Communities and Environments</p>	
<p>C1 Relationships come to understand the nature of relationships;</p> <p>C2 Identity, sensitivity, and respect increase their understanding of personal identity and develop sensitivity to, and respect for, other people;</p> <p>C3 Interpersonal skills use interpersonal skills effectively to enhance relationships.</p>	<p>D1 Societal attitudes and beliefs find out how societal attitudes, values, beliefs, and practices affect well-being;</p> <p>D2 Community resources identify the functions of resources and services that support well-being, find out about their availability, and identify the roles of individuals and groups that contribute to them;</p> <p>D3 Rights, responsibilities, and laws understand the rights and responsibilities, laws, policies, and practices that relate to people’s well-being;</p> <p>D4 People and the environment understand the interdependence between people and their surroundings and use this understanding to help create healthy environments.</p>	
<p>Focus C1 Relationships C2 Identity, sensitivity, and respect C3 Interpersonal skills</p>	<p>Focus D1 Societal attitudes and beliefs D2 Community resources D3 Rights, responsibilities, and laws D4 People and the environment</p>	

Strands

Strand A: Personal Health and Physical Development

Learning in this strand focuses on the personal health and physical development of students and includes understandings about personal identity and self-worth. Students develop the knowledge, understandings, skills, and attitudes to meet their health and physical activity needs, both now and in the future. They learn about influences on their well-being and develop self-management skills that enhance their health. Students are encouraged to take increasing responsibility for the changing patterns of their life, work, relaxation, and recreation.

Strand C: Relationships with Other People

Learning in this strand focuses on students and their relationships with other people. Students examine effective relationships in classrooms, schools, whānau, and the wider community during play, recreation, sport, work, and cultural events. They consider how they influence the well-being of other people and how the attitudes, values, actions, and needs of other people influence them.

Students also develop the knowledge and interpersonal skills to enable them to interact sensitively with other people. They learn to evaluate the impacts that social and cultural factors have on relationships, in particular, the impacts of stereotyping and of discrimination against individuals on the basis of their gender, ethnicity, age, economic background, sexual orientation, cultural beliefs, or differing abilities.

Strand B: Movement Concepts and Motor Skills

Learning in this strand focuses on the personal movement skills that students develop in a range of situations and environments. Learning by participating in spontaneous play, informal games, cultural activities, creative movement, dance, sport, and other forms of activity enables students to strengthen their awareness of their personal identity, to experience the pleasure of physical activity, and to develop their awareness and appreciation of the diverse nature of movement.

Learning physical skills helps students to develop understandings about how they move and about how to care for themselves, manage competition, and make informed choices in relation to play, recreation, and work. Learning in this strand also allows students to develop and apply knowledge and understandings of the social and cultural factors that influence the ways in which individuals and groups become involved in physical activity.

Strand D: Healthy Communities and Environments

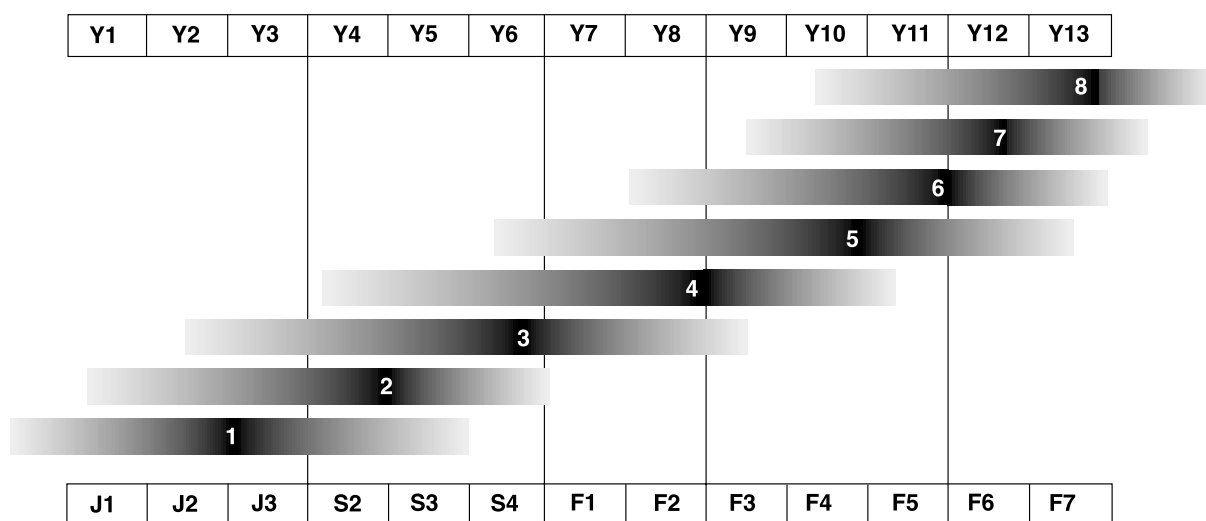
Learning in this strand focuses on the interdependence of students, their communities, society, and the environment. Students identify physical and social influences in the classroom, the school, the family, and society that promote individual, group, and community well-being. They develop understanding of their responsibilities to their communities and come to recognise the benefits that they can experience from participating actively as community members. Students are encouraged to identify inequities, make changes, and contribute positively, through individual and collective action, to the development of healthy communities and environments.

Achievement Aims

The achievement aims are listed on pages 8 to 9, as part of the structural framework.

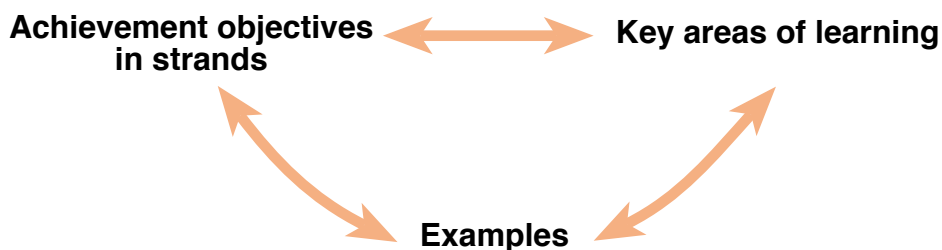
Achievement Objectives

The achievement objectives are expressed at eight progressive levels. The objectives at each level are appropriate to students' development and maturity at successive stages as they move from junior primary to senior secondary school. Students learn at different rates, and therefore, at any time, individual students or groups of students of the same age could be working towards achieving objectives at different levels within and across the strands.



Relating the Achievement Objectives and Examples to the Key Areas of Learning

The achievement objectives and their associated examples include links to the key areas of learning. Some examples link with more than one key area of learning, emphasising the interrelated nature of these areas.



The examples associated with the achievement objectives suggest appropriate content at specific levels. The examples are suggestions only. In order to meet the learning needs of students, teachers may choose other examples to supplement or replace those suggested here.

Level 1 Achievement Objectives

Strand A – Personal Health and Physical Development

1. Personal Growth and Development

Students will describe feelings and ask questions about health, growth, development, and personal needs, for example, when discussing changes in people's growth patterns from birth onwards, exercise, rest, food, shelter, love, care and protection, what it means to be healthy, and the names of parts of the body, including sexual parts.

2. Regular Physical Activity

Students will use regular, enjoyable physical activity for self-care and personal well-being, for example, when they are involved in creative activities, daily exercise, play, games, and relaxation.

3. Safety and Risk Management

Students will describe and demonstrate simple health care and safety procedures, for example, simple hygiene practices, procedures that relate to fire, roads, sun, and water (including procedures for entering and leaving water), procedures to follow during illness, and procedures for addressing physical challenges, activating emergency systems, playing games, preparing snack foods, and responding to unwanted touching.

4. Personal Identity and Self-worth

Students will describe themselves in relation to a range of contexts, for example, in relation to their class, classmates, community, friends, whānau, iwi, play preferences, and school and when discussing their feelings about themselves in relation to gender, culture, or abilities.

Strand C – Relationships with Other People

1. Relationships

Students will explore and share ideas about relationships with other people, for example, with friends, classmates, people from different cultures, younger and older children, grandparents, whānau, and students with specific needs and when discussing the comfortable and uncomfortable feelings they experience when interacting with other people.

2. Identity, Sensitivity, and Respect

Students will demonstrate sharing and co-operative skills in groups, for example, during physical activities, on outings, at home, in the classroom, and in the playground.

3. Interpersonal Skills

Students will express their own ideas, needs, and feelings effectively and listen to those of other people, for example, by learning to speak confidently, respond positively, use "I" statements, use movement to express ideas, and describe situations where they feel safe and unsafe.

Strand B – Movement Concepts and Motor Skills

1. Movement Skills

Students will develop a wide range of movement skills, for example, manipulative and gross motor movements, walking, running, hopping, skipping, leaping, striking, catching, throwing, stretching, climbing, kanikani, balancing, twisting, turning, tītītorea, and movements in and through water.

2. Positive Attitudes and Challenge

Students will participate in a range of physical activities and identify the factors that make the experience personally enjoyable, for example, when they take part in play activities, co-operative games, social activities, and social games and when they experience taking turns, success, and achievement.

3. Science and Technology

Students will use equipment to develop movement skills in a range of different play environments and will care for the equipment, for example, when they use balls, bats, modified equipment, water-confidence equipment, tikanga that apply with poi and rākau, improvised equipment, ropes, climbing frames, and adventure playgrounds.

4. Social and Cultural Factors

Students will participate in games and activities and identify environments where children can play safely, for example, through using playground facilities and swimming pools and discussing ways of avoiding physical harm and maintaining personal safety.

Strand D – Healthy Communities and Environments

1. and 3. Societal Attitudes and Beliefs – Rights, Responsibilities, and Laws

Students will take individual and collective action to contribute to safe environments that can be enjoyed by all, for example, by addressing teasing and bullying, meeting specific needs, setting classroom rules, picking teams, taking turns, and accommodating culturally different behaviours.

2. Community Resources

Students will identify people who can help with health care, for example, family, school or medical personnel, kaumātua, coaches, and community or religious leaders.

4. People and the Environment

Students will identify and discuss obvious hazards in their home, school, and local environment and adopt simple safety practices, for example, in relation to fires, beaters, water, passive smoking, household chemicals, pools, drains, rivers, and the need to wear protective clothing in certain situations.

Level 2 Achievement Objectives

Strand A – Personal Health and Physical Development

1. Personal Growth and Development

Students will describe their stages of growth and their development needs and demonstrate increasing responsibility for self-care, *for example, in relation to their exercise needs, learning needs, nutritional needs, and social needs, the preparation of snack food, appropriate clothing, digestion, expressing their feelings, hygiene, personal medication, and relaxation.*

2. Regular Physical Activity

Students will experience and describe the benefits of regular physical activity, *for example, in relation to appropriate daily exercise programmes, a positive body image, relaxation, feeling good, identified food needs, having fun, and goal setting.*

3. Safety and Risk Management

Students will identify and use safe practices and basic risk-management strategies, *for example, in relation to road, water, or food safety, outdoor activities, simple first aid, evacuation drills, phoning for assistance, passive smoking, speaking out, and managing success, disappointments, shyness, and embarrassment.*

4. Personal Identity and Self-worth

Students will identify personal strengths that contribute to a sense of self-worth, *for example, strengths relating to their personal recreations and physical activities, their gender, their culture, their achievements, their ability to make positive contributions as a group member, and their ability to take a leadership role.*

Strand C – Relationships with Other People

1. Relationships

Students will demonstrate ways of maintaining and enhancing relationships between individuals and within groups, *for example, through co-operative activities and games, through sharing food, within families, classrooms, clubs, and cultural groups, and by analysing how their actions influence other people and how other people's actions influence them.*

2. Identity, Sensitivity, and Respect

Students will describe how individuals and groups share characteristics and are also unique, *for example, when they talk about whānau, people of different ages or cultures, and people's abilities, appearance, or gender and when they discuss common games.*

3. Interpersonal Skills

Students will express their ideas, needs, and feelings confidently and listen sensitively to other people and affirm them, *for example, during unsafe situations, when giving and receiving compliments, by expressing angry feelings appropriately, through peer mediation, and by using basic assertiveness skills.*

Strand B – Movement Concepts and Motor Skills

1. Movement Skills

Students will practise movement skills and demonstrate the ability to link them in order to perform movement sequences, *for example, poi, tākarō-ā-ringā, simple structured and expressive dance routines, two swimming strokes, weight transfer activities, ball activities, games, and waiata-ā-ringā.*

2. Positive Attitudes and Challenge

Students will participate in physical activity and express the satisfaction that this can bring to them and to other people, *for example, when they express enjoyment, adopt positive attitudes, accept diversity, achieve success, and reach personal goals.*

3. Science and Technology

Students will play minor games, using modified equipment to extend their personal movement capabilities, *for example, when they play pair and group games or modified versions of sports, using bats, balls, improvised equipment, or flotation aids, and adjust the height or weight of objects, or adapt the size of the playing space.*

4. Social and Cultural Factors

Students will apply rules in selected games and activities and demonstrate safe and fair play practices during participation, *for example, by following the rules, respecting other people, co-operating with other people, accepting decisions, and coming to understand kawa in te reo kōri activities.*

Strand D – Healthy Communities and Environments

1. Societal Attitudes and Beliefs

Students will examine how people's attitudes, values, and actions contribute to healthy physical and social environments, *for example, by considering the effects of such values as responsibility, manaakitanga, aroha, sharing, respect, fair play, imaginativeness, and concern for the future.*

2. Community Resources

Students will identify and use local community resources and explain how these contribute to a healthy community, *for example, in relation to such resources as marae, schools, beaches, playgrounds, pools, parks, forest reserves, community halls, clubs, and health services.*

3. Rights, Responsibilities, and Laws

Students will use simple guidelines and practices that contribute to physically and socially healthy classrooms, schools, and local environments, *for example, when using class and playground rules, rules for games, guidelines for first aid, and rules for safety when in the sun, cycling, and taking part in water and other outdoor activities.*

4. People and the Environment

Students will share ideas and beliefs about ways in which the environment contributes to well-being and work with other people to make improvements, *for example, improvements to the physical and social classroom environment.*

Level 3 Achievement Objectives

Strand A – Personal Health and Physical Development

1. Personal Growth and Development

Students will identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes, *for example, such factors as food and nutrition, puberty, illness, injury, posture, physical activity, disappointment, loss, and individual differences and skills for making friends, increasing independence, and achieving success.*

2. Regular Physical Activity

Students will maintain regular, enjoyable physical activity with an increasing understanding of its role in self-care and well-being, *for example, by taking daily exercise, learning how fitness and health are related, setting goals, meeting their own nutritional needs, planning for regular physical activity, relaxation, and recreation, and developing a positive body image and positive attitudes towards physical activity.*

3. Safety and Risk Management

Students will identify and use safe practices and basic risk-management strategies, *for example, strategies for emergencies, natural disasters, and abusive situations and practices for safety during physical activities (including aquatic activities and cycling) and first aid (including rescue breathing) and food safety practices.*

4. Personal Identity and Self-worth

Students will describe how their own feelings, beliefs, and actions and those of other people contribute to their personal sense of self-worth, *for example, when discussing fairness, sensitivity towards others, acceptance, bullying, abuse, equity issues (including gender issues and culture issues), leadership, success, and disappointments.*

Strand C – Relationships with Other People

1. Relationships

Students will identify and compare ways of establishing relationships and managing changing relationships, *for example, when making friends, supporting others during illness, playing games, taking on new roles in the family, changing schools, and joining or leaving groups.*

2. Identity, Sensitivity, and Respect

Students will recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people, *for example, in relation to bullying, gender stereotyping, students with specific needs, messages about body image, cultural differences, fair play, and inclusiveness during work, play, and games.*

3. Interpersonal Skills

Students will identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these, *for example, in relation to pressure from peers, a student's own feelings or physical limits, other people's attitudes and behaviours, whānau, the media, fellow team members, a cultural group, a gender group, or a group of people with specific needs.*

Strand B – Movement Concepts and Motor Skills

1. Movement Skills

Students will develop more complex movement sequences in a range of situations, for example, by taking part in mau rākau, modified sports, whai, athletic activities, dance, orienteering, adventure activities, and outdoor pursuits and by learning three swimming strokes.

2. Positive Attitudes and Challenge

Students will develop movement skills and demonstrate confidence in challenging situations, for example, when leading others, when learning how to enter deep water, when using basic offensive and defensive game strategies, and when taking part in co-operative activities and games, adventure activities, and outdoor pursuits.

3. Science and Technology

Students will take part in a variety of exercise programmes and describe how the body responds to regular and vigorous physical activity in a range of environments, for example, by describing the effect of aerobics, of circuit training, of extreme cold and heat, and of relaxation on the response of the heart and lungs.

4. Social and Cultural Factors

Students will participate in competitive activities and describe how competition can affect people's behaviour, for example, by describing concepts like co-operation, motivation, mana, teamwork, success, achievement, and disappointment and behaviours like opting in or out, aggressiveness, and cheating.

Strand D – Healthy Communities and Environments

1. Societal Attitudes and Beliefs

Students will identify how health care and physical activity practices are influenced by community and environmental factors, for example, in relation to classroom, school, whānau, and culture and by identifying factors such as consumer interests, media messages, uses of music, recreational needs, and sporting opportunities and facilities.

2. Community Resources

Students will participate in communal events and describe how such events enhance the well-being of the community, for example, in relation to events such as cultural festivals, church services, family celebrations, sporting events, and school productions.

3. Rights, Responsibilities, and Laws

Students will research and describe current health and safety guidelines and practices in their school and take action to enhance their effectiveness, for example, in relation to food, evacuation, harassment, appropriate clothing, smoke-free environments, first-aid procedures, and sports safety procedures.

4. People and the Environment

Students will plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment, for example, a programme for recycling, creating shade and shelter, providing recreational or sporting opportunities, peer mediation, reducing bullying, or making activities inclusive.

Level 4 Achievement Objectives

Strand A – Personal Health and Physical Development

1. Personal Growth and Development

Students will describe the characteristics of pubertal change and discuss positive adjustment strategies, for example, in relation to fluctuating moods, acceptance of themselves and other people, exercise patterns, sleep, posture, relaxation, goal setting, hygiene, meeting nutritional needs, coping with illness, family support, cultural differences, tapu situations, and differences in gender and in sexual orientation.

2. Regular Physical Activity

Students will demonstrate an increased sense of responsibility for participating in regular, enjoyable physical activity to maintain well-being, for example, in relation to daily exercise, health-related and skill-related fitness, the development of specific skills, relaxation, stress management, and goal setting.

3. Safety and Risk Management

Students will access and use information to make and action safe choices in a range of contexts, for example, when dealing with harassment or abuse or when making choices about food and nutrition, smoking, alcohol, outdoor activities, sports practices, hui, first aid, civil defence, caring for siblings, or safety in the sun, on the road, and near water.

4. Personal Identity and Self-worth

Students will describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth, for example, in relation to body image, gender roles, sexuality, ageing, cultural differences, ways of coping with prejudice, different abilities, mental illness, choice of physical activity, and sports choices and opportunities.

Strand C – Relationships with Other People

1. Relationships

Students will identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses, for example, when discussing pubertal change, a period of illness, friendship, caring for siblings, leadership roles, changing family structures, sporting interests, or cultural expectations.

2. Identity, Sensitivity, and Respect

Students will recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people, for example, in cases of harassment, gender stereotyping, violence in sport, non-inclusiveness, a lack of fair play, or discrimination on the basis of chronic illness, mental illness, or cultural difference.

3. Interpersonal Skills

Students will describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people, for example, through assertiveness, negotiation, mediation, conflict resolution, constructive anger management, making positive decisions, and finding support for other people.

Strand B – Movement Concepts and Motor Skills

1. Movement Skills

Students will demonstrate consistency and control of movement in a range of situations, *for example, when participating in modified and specific sports, long poi, water safety activities, gymnastics, creative and ethnic dance, outdoor pursuits, and co-operative activities.*

2. Positive Attitudes and Challenge

Students will demonstrate willingness to accept challenges, learn new skills, and extend their abilities in movement-related activities, *for example, creative dance, adventure activities, team games, and outdoor pursuits.*

3. Science and Technology

Students will experience and demonstrate how science, technology, and the environment influence the selection and use of equipment in a variety of settings, *for example, in relation to appropriate clothing, protective devices, the use of a mannikin, appropriate sports equipment, flotation aids, specialised equipment, and care of equipment.*

4. Social and Cultural Factors

Students will experience ways in which cultural and social practices are expressed through the ritual of movement, demonstrate understanding of this, and learn skills associated with a range of cultural activities, *for example, creative and ethnic dance, baka, individual pursuits, gymnastics, and games.*

Strand D – Healthy Communities and Environments

1. Societal Attitudes and Beliefs

Students will investigate and describe lifestyle factors and media influences that contribute to common health problems across the lifespan of people in New Zealand, *for example, in relation to smoking, alcohol, exposure to sun, body image, gender roles and stereotyping, depression, attitudes to physical and recreational activities, food choices, and financial resources.*

2. Community Resources

Students will access a range of health care agencies, recreational resources, and sporting resources and evaluate the contribution made by each to the well-being of community members, *for example, by comparing similar facilities, discussing health and safety considerations, and considering the opportunities provided for people to take part in physical activity.*

3. and 4. Rights, Responsibilities, and Laws – People and the Environment

Students will specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community, *for example, by removing a local environmental hazard, writing a health-related school policy or crisis plan, reducing vandalism, introducing a recreational facility, meeting people's specific needs, developing inclusive sports programmes, or implementing a peer mediation programme.*

Level 5 Achievement Objectives

Strand A – Personal Health and Physical Development

1. Personal Growth and Development

Students will describe physical, social, emotional, and intellectual processes of growth and relate these to features of adolescent development and effective self-management strategies, for example, when learning about sexual maturation and attractions, muscular co-ordination, mood swings, depression, increasing independence, pregnancy, the need for a balanced lifestyle, and the importance of skin care, good posture, a healthy diet, and regular exercise.

2. Regular Physical Activity

Students will participate in regular physical activity and describe how this contributes to a balanced lifestyle, for example, in relation to individual physical and emotional needs, daily exercise, the benefits of an active lifestyle, health-related and skill-related fitness concepts, and recreational and sporting opportunities.

3. Safety and Risk Management

Students will investigate and practise safety procedures and strategies to minimise risk and to manage risk situations, for example, procedures for food preparation, treating sports injuries, outdoor activities, beach safety, first aid, and CPR (cardiopulmonary resuscitation), strategies for managing the risks of sexual decisions, drug use, and participation in sport, and strategies to use when responding to peer pressure or at risk of physical threat, rape, or harassment.

4. Personal Identity and Self-worth

Students will investigate and describe the ways in which people define their own identity and sense of self-worth and the ways they describe other people, for example, in relation to mana, people's impact on other people, body image, sexual attractiveness and orientation, culture, gender, abilities, changing health states, whānau, friends, and choices of physical activities.

Strand C – Relationships with Other People

1. Relationships

Students will identify issues associated with relationships and describe options to achieve positive outcomes, for example, in relation to making and losing friends, sexual attractions, conflict, power, and trust, their own perceptions and actions and those of other people, the separation of family members, rights and responsibilities, choices about smoking, food choices, teamwork, and competition.

2. Identity, Sensitivity, and Respect

Students will demonstrate an understanding of how attitudes and values relating to difference influence their own safety and that of other people, for example, through considering bullying, harassment, racism, sexism, homophobia, and rape and in relation to physical activity and sports choices.

3. Interpersonal Skills

Students will demonstrate a range of interpersonal skills and processes that help them to make safe choices for themselves and other people in a variety of settings, for example, when solving problems, negotiating, and showing assertiveness in physical activity, sports, and outdoor education activities, and in promoting sexual health, supporting other people, and making decisions about drug use or nutrition.

Strand B – Movement Concepts and Motor Skills

1. Movement Skills

Students will acquire and apply complex motor skills by using basic principles of motor learning, for example, when taking part in dance routines, te reo kori activities, cricket, basketball, gymnastics, juggling, and adventure activities.

2. Positive Attitudes and Challenge

Students will develop skills, and responsible attitudes about safety, in challenging physical situations, for example, when involved in gymnastics, diving, outdoor pursuits, sporting programmes, personal recreation, and planning for the unexpected.

3. Science and Technology

Students will investigate and experience ways in which scientific, technological, and environmental knowledge and resources assist in and influence people's participation in regular physical activity, for example, in relation to exercise sciences, performances on video, fitness centres, footwear, training programmes, weather interpretation, hypothermia, and mountain bikes.

4. Social and Cultural Factors

Students will investigate and experience ways in which people's physical competence and participation are influenced by social and cultural factors, for example, in relation to special abilities, clothing and equipment, selection of activities, gender, competition, and cultural practice.

Strand D – Healthy Communities and Environments

1. Societal Attitudes and Beliefs

Students will investigate societal influences on the well-being of student communities, for example, in relation to music, cultural preferences, the media, economic forces, consumer choices, eating patterns, drinking and driving, prejudice, tolerance, hobbies, recreation, sports teams, and rules.

2. Community Resources

Students will investigate community services that support and promote people's well-being and take action to promote personal and group involvement, for example, in relation to recreational opportunities, mental health services, health clinics, civil defence organisations, and helping agencies.

3. Rights, Responsibilities, and Laws

Students will identify the rights and responsibilities of consumers and use this information to evaluate health and recreational services and products in the community, for example, when investigating sports equipment, fitness centres, diet foods, or food services and products.

4. People and the Environment

Students will investigate and evaluate features of the school environment that affect people's well-being and take action to enhance these, for example, such features as classroom climate, canteen policy, student support services, recreational facilities, support for students with specific needs, and cultural practices.

Level 6 Achievement Objectives

Strand A – Personal Health and Physical Development

1. Personal Growth and Development

Students will investigate and understand reasons for the choices people make that affect their well-being and explore and evaluate options and consequences, for example, in relation to nutritional needs, sexual activities, ill-health, recreation and sporting activities, the influences of certain attitudes and behaviours on people, depression, drug use, time management, and stress management.

2. Regular Physical Activity

Students will choose, implement, and maintain an appropriate physical activity programme that enhances their well-being, taking into account such factors as their personal recreational and sporting preferences and opportunities, their body's response to exercise, their lifestyle choices, and the need to set appropriate goals.

3. Safety and Risk Management

Students will distinguish between real and perceived risks in physical and social environments and develop skills for appropriate action, for example, in relation to speaking out, drug use, food choices, drinking and driving, sexual activity, pregnancy, emergency procedures, preventing injury, and safety procedures in sport and outdoor activity.

4. Personal Identity and Self-worth

Students will demonstrate an understanding of factors that contribute to personal identity and will celebrate individuality and affirm diversity, for example, in relation to gender, culture, whānau, whakapapa, religion, sexuality, age, abilities, state of health, friendships, achievements, and personal beliefs, attitudes, and feelings.

Strand C – Relationships with Other People

1. Relationships

Students will demonstrate an understanding of how individuals and groups affect relationships by influencing people's behaviour, beliefs, decisions, and sense of self-worth, for example, through power imbalances, peer pressure, popular culture, whānau, religious groups, advertising, leadership, fellowship, and teamwork.

2. Identity, Sensitivity, and Respect

Students will plan and evaluate strategies recognising their own and other people's rights and responsibilities to avoid or minimise risks in social situations, for example, situations involving drinking and driving, rape, outdoor pursuits, harassment, the use of drugs, discrimination, sports activities, and sexual activity.

3. Interpersonal Skills

Students will plan strategies and demonstrate interpersonal skills to respond to challenging situations appropriately, for example, when responding to other people's physical and emotional needs, working with students with specific needs, implementing team strategies, or planning an outdoor activity.

Strand B – Movement Concepts and Motor Skills

1. Movement Skills

Students will acquire, apply, and refine specialised motor skills by using the principles of motor skill learning, for example, in relation to specific game skills, te reo kori activities, whole and part learning, selective attention, practice, fatigue, and recovery.

2. Positive Attitudes and Challenge

Students will acquire, apply, and refine skills, and demonstrate responsible attitudes, in challenging physical situations, for example, when involved in trampolining, contemporary dance, gymnastics, campcraft, or bushcraft, or developing the skills of officiating, coaching, participating, and administering at sports events.

3. Science and Technology

Students will apply scientific and technological knowledge and resources to enhance physical abilities in a range of environments, for example, in relation to anatomy, physiology, biomechanics, exercycles, ergonomics, the design of specific gear, and video cameras.

4. Social and Cultural Factors

Students will demonstrate understanding and affirmation of people's diverse social and cultural needs and practices when participating in physical activity, for example, in relation to culture, gender, chronic illness, injury, specific needs, competition, and clothing.

Strand D – Healthy Communities and Environments

1. Societal Attitudes and Beliefs

Students will analyse societal influences that shape community health goals and physical activity patterns, for example, in relation to cultural practices, socio-economic factors, gender roles and stereotypes, media images, the physically active population, drinking and driving, smoke-free environments, food choices and national nutritional guidelines, immunisation, breast screening, tolerance of difference, drugs, and pregnancy.

2. Community Resources

Students will evaluate school and community initiatives that promote young people's health, safety, recreational activities, and sports and develop an action plan to instigate or support these, for example, in relation to smoke-free environments, recycling, Heartbeat and Fair Play awards, recreational clubs, officiating and coaching, support for people with specific needs, and peer support.

3. Rights, Responsibilities, and Laws

Students will compare and contrast personal values and practices with policies, rules, and laws and investigate how the latter contribute to safety in the school and community, for example, when considering harassment policies, mediation procedures, vandalism, care of the outdoors, policies on communicable diseases, sports policies, and the Privacy Act.

4. People and the Environment

Students will investigate the roles and the effectiveness of local, national, and international organisations that promote well-being and environmental safety, for example, organisations for sport and recreation, health, safety, and human rights.

Level 7 Achievement Objectives

Strand A – Personal Health and Physical Development

1. Personal Growth and Development

Students will assess their health needs and identify strategies to ensure personal well-being across their lifespan, for example, in relation to physical activity, food and nutrition, sexual health, and relationships with other people.

2. Regular Physical Activity

Students will apply the principles of exercise to enhance personal health, for example, when they are learning skills, working, relaxing, enjoying recreation, expressing their cultural identity, and taking part in training or fitness programmes.

3. Safety and Risk Management

Students will demonstrate understanding of the responsible behaviours required to ensure that physical and social challenges are managed safely, for example, in relation to fair-play ethics, regular health checks, legal considerations, safe sexual practices, drug use, the need to obtain consent for outdoor education, the proper use of equipment, and performing CPR.

4. Personal Identity and Self-worth

Students will critically evaluate societal attitudes, values, and expectations that affect people's awareness of their personal identity and sense of self-worth in a range of life situations, for example, in relation to marital customs, child-rearing patterns, mana, racism, sexism, exercise, competition, eating patterns, winning and losing, and sports achievements.

Strand C – Relationships with Other People

1. Relationships

Students will analyse the nature and benefits of meaningful interpersonal relationships, such as close friendship, partnership, whanaungatanga, and team membership.

2. Identity, Sensitivity, and Respect

Students will analyse the beliefs, attitudes, and practices that reinforce stereotypes and role expectations, identifying ways that these shape people's choices at individual, group, and societal levels, for example, in relation to people's choices about social interactions, relationships, careers, sports, fitness, recreations, clubs, interests, hobbies, foods, and clothing.

3. Interpersonal Skills

Students will evaluate information, make informed decisions, and use interpersonal skills effectively to manage conflict, competition, and change in relationships, for example, in relation to physical challenge, separation, loss, grief, the break-up of a relationship, the taking of a leadership role, and dealing with disappointment.

Strand B – Movement Concepts and Motor Skills

1. Movement Skills

Students will appraise specialised motor skills and adapt them to extend physical competence and recreational opportunities, for example, through peer teaching, self-assessment, peer assessment, gaining leadership awards, and obtaining a coaching certificate.

2. Positive Attitudes and Challenge

Students will adapt skills and appraise responsible attitudes in challenging physical situations and new environments, for example, in relation to surf survival, belaying, kayaking, bushcraft, and the use and abuse of rules, laws, and regulations.

3. Science and Technology

Students will apply relevant scientific, technological, and environmental knowledge and use appropriate resources to improve performance in a specialised physical activity, for example, in relation to sports nutrition, sports psychology, computer software, exercise physiology, biomechanics, specialised equipment, evaluation of posture, and the expenditure of energy.

4. Social and Cultural Factors

Students will appraise, adapt, and use physical activities to ensure that specific social and cultural needs are met, for example, in terms of specialised equipment, rehabilitative exercise, modified games, rituals, and te reo kori activities.

Strand D – Healthy Communities and Environments

1. Societal Attitudes and Beliefs

Students will analyse ways that events and social organisations promote healthy communities and will evaluate the effects they have, for example, when investigating local and international performing arts, sporting, and recreational events, the work of churches and voluntary organisations, and the influence of clubs and of places of work.

2. Community Resources

Students will advocate for the development of services and facilities to meet identified needs in the school and the community, for example, student health centres, drug and alcohol services, support for students with specific needs, recreational and sporting facilities, and civil defence facilities.

3. Rights, Responsibilities, and Laws

Students will evaluate laws, policies, and regulations in terms of their contribution to social justice at school and in the wider community, for example, when they are studying human rights legislation, fair-play regulations, school policies, firearm laws, drugs in sports, alcohol sponsorship in sports, environmental codes, and regulations for the distribution of resources.

4. People and the Environment

Students will analyse ways in which the environment and the well-being of a community are affected by population pressure and technological processes, for example, in relation to noise, housing, transport, waste disposal, eating patterns linked to lifestyle disorders, tourism, outdoor pursuits, and multi-sports events.

Level 8 Achievement Objectives

Strand A – Personal Health and Physical Development

1. Personal Growth and Development

Students will critically evaluate a range of qualitative and quantitative data to devise strategies to meet their current and future needs for well-being, for example, in relation to long-term and short-term goals, living environments, common lifestyle disorders, injuries, depression, use of drugs, eating patterns, physical activity patterns, sexual health, and the impacts of pregnancy and parenthood.

2. Regular Physical Activity

Students will plan, implement, and evaluate personal exercise programmes to enhance their well-being, which will include goal setting, needs analysis (including fitness testing), planning for emotional and intellectual health, monitoring procedures, a daily exercise plan, and assessments.

3. Safety and Risk Management

Students will analyse dilemmas and contemporary ethical issues that influence their own health and safety and that of other people, for example, when considering how the rights and responsibilities of parents and caregivers relate to the Hippocratic oath and when examining issues relating to euthanasia, reproductive technology, abortion, performance-enhancing drugs, excessive exercise, healthism, cheating, physical violence, and emotional violence.

4. Personal Identity and Self-worth

Students will critically analyse the impacts that conceptions of personal, cultural, and national identity have on people's well-being, for example, by examining social constructions of gender and the body, the changing roles of men and women in New Zealand society, concepts of masculinity that are part of our national sporting culture, and stereotypes in relation to age, culture, health status, and physical abilities.

Strand C – Relationships with Other People

1. Relationships

Students will critically analyse the dynamics of effective relationships in a range of social contexts, for example, when considering leadership within the school, relationships based on sport and recreational activities, personal and whānau relationships, and relationships within *twi* and in the workplace.

2. Identity, Sensitivity, and Respect

Students will critically analyse attitudes, values, and behaviours that contribute to conflict and identify and describe ways of creating more harmonious relationships, for example, when considering cheating in sport, media images, racial conflict, politics and sport, poverty and unemployment, unresolved grief, child-rearing practices, and violence in sport, gangs, and families.

3. Interpersonal Skills

Students will analyse and evaluate attitudes and interpersonal skills that enable people to participate fully and effectively as community members in various situations, for example, attitudes such as tolerance, respect for diversity, care and concern for other people, and a sense of social justice and skills such as consultation skills, communication skills, the skills to take specific roles within schools or to work with the elderly or the young, and the skills to contribute positively in sports settings and cultural settings.

Strand B – Movement Concepts and Motor Skills

1. Movement Skills

Students will devise, apply, and appraise strategies to improve their own motor skills and those of other people, for example, when planning a skill acquisition programme, coaching a team, and appraising performance.

2. Positive Attitudes and Challenge

Students will devise, apply, and appraise strategies through which they, and other people, can participate responsibly in challenging physical situations, for example, in relation to risk management, outdoor activities, special awards, and personal recreation and sporting programmes.

3. Science and Technology

Students will critically analyse and experience the application of scientific and technological knowledge and resources to physical activity in a range of environments, for example, in relation to personal exercise programmes, fitness-testing equipment, the results of statistical research, sports psychology, performance-enhancing substances, and commercial products.

4. Social and Cultural Factors

Students will devise and apply strategies to ensure that social and cultural needs are met in personal and group physical activities, for example, in relation to access and involvement in recreation and sport, levels of expectation, selection of activities, competition, surveys of needs, and the social and cultural significance of physical activities.

Strand D – Healthy Communities and Environments

1. Societal Attitudes and Beliefs

Students will critically analyse societal attitudes and practices, and legislation on contemporary health and sporting issues, in relation to the need to promote mentally healthy and physically safe communities, for example, when discussing alternative medicines, tapu, immunisation, housing, home births, students with specific needs, facts and fallacies relating to food, the relationship between technology and health, fitness promotion, media promotions, achievement in sport, modified sports for junior students, and the prevention and management of injury.

2. Community Resources

Students will establish and justify priorities for equitable distribution of available health and recreational resources and advocate change where necessary, for example, in relation to the work, health status, nutritional needs, and economic resources of specific groups in New Zealand society.

3. Rights, Responsibilities, and Laws

Students will demonstrate the use of health promotion strategies by implementing a plan of action to enhance the well-being of the school, community, or environment, for example, a plan to support cultural inclusiveness, smoke-free environments, host responsibility, or physical activity opportunities for all.

4. People and the Environment

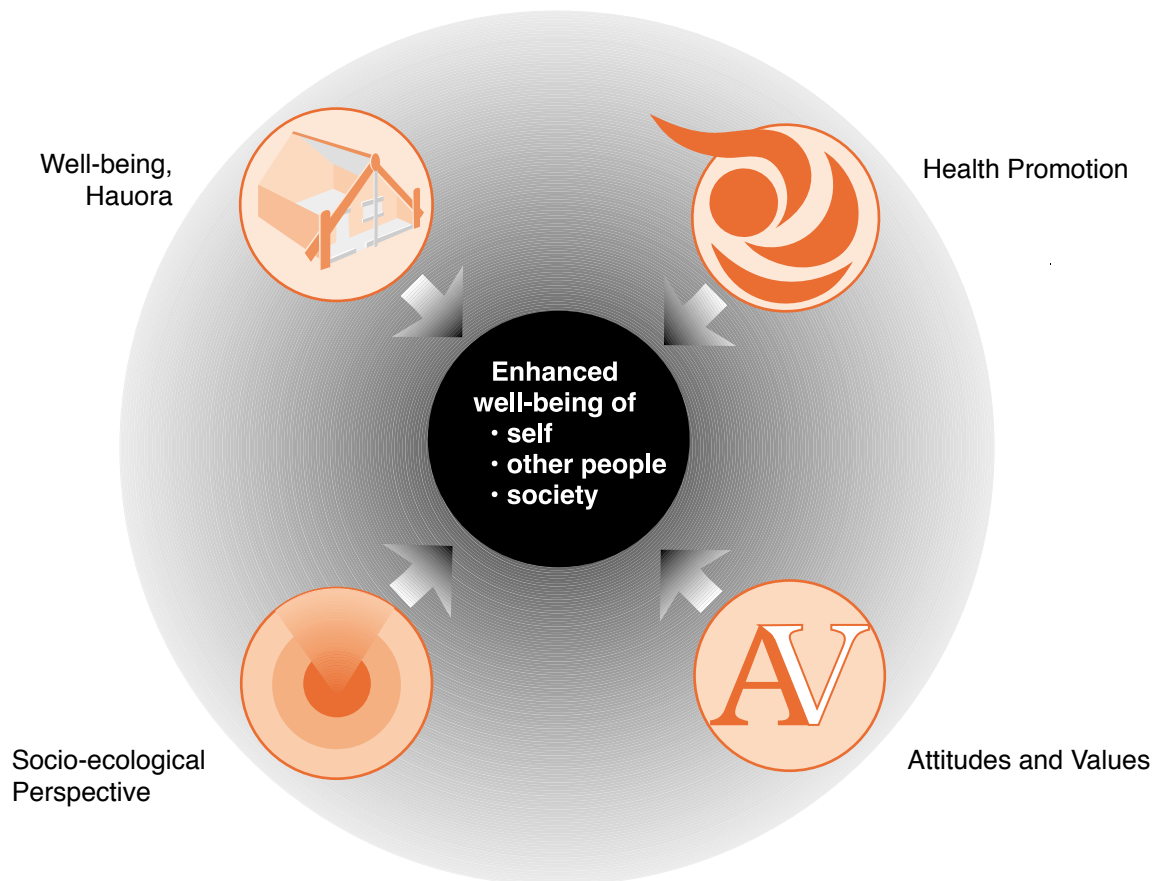
Students will critically analyse the interrelationships between people, industry, technology, and legislation on aspects of environmental health, for example, when examining the greenhouse effect, energy generation and use, air and water pollution, nuclear weapons, environmental impact codes, or people's recreational use of the environment.

Underlying Concepts

Four concepts support the framework for learning in health education and physical education.

They are:

- well-being, hauora;
- health promotion;
- the socio-ecological perspective;
- the importance of attitudes and values that promote hauora.



Well-being, Hauora

Well-being

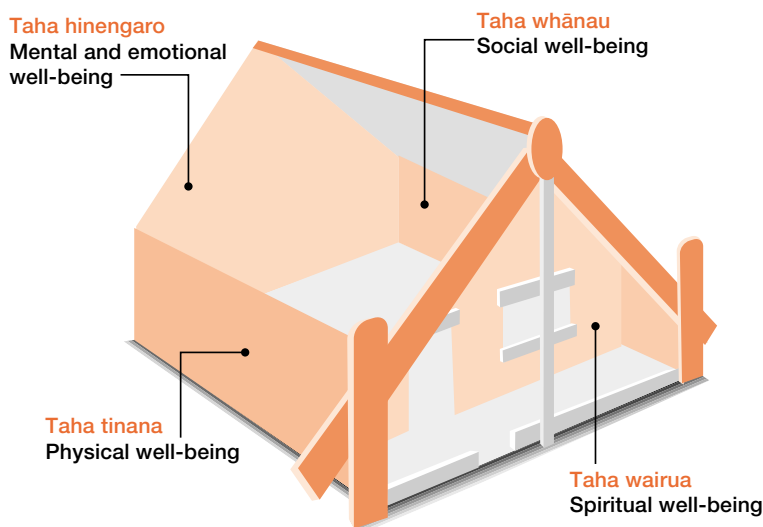
The concept of well-being encompasses the physical, mental and emotional, social, and spiritual dimensions of health. This concept is recognised by the World Health Organisation.

Hauora

Hauora is a Māori philosophy of health unique to New Zealand. It comprises taha tinana, taha hinengaro, taha whānau, and taha wairua.

Taha tinana Physical well-being	the physical body, its growth, development, and ability to move, and ways of caring for it
Taha hinengaro Mental and emotional well-being	coherent thinking processes, acknowledging and expressing thoughts and feelings and responding constructively
Taha whānau Social well-being	family relationships, friendships, and other interpersonal relationships; feelings of belonging, compassion, and caring; and social support
Taha wairua Spiritual well-being	the values and beliefs that determine the way people live, the search for meaning and purpose in life, and personal identity and self-awareness (For some individuals and communities, spiritual well-being is linked to a particular religion; for others, it is not.)

Each of these four dimensions of hauora influences and supports the others.



Dr Mason Durie's whare tapawhā model compares hauora to the four walls of a whare, each wall representing a different dimension: taha wairua (the spiritual side); taha hinengaro (thoughts and feelings); taha tinana (the physical side); and taha whānau (family). All four dimensions are necessary for strength and symmetry. (Adapted from Mason Durie's *Whaiora: Maori Health Development*. Auckland: Oxford University Press, 1994, page 70)

Health Promotion

Health promotion is a process that helps to create supportive physical and emotional environments in classrooms, whole schools, communities, and society.

The health promotion process requires the involvement and collective action of all members of the wider school community – students, staff, parents and caregivers, and other community members.

By engaging in health promotion, students and teachers can:

- **come to understand how the environments in which they live, learn, work, and play affect their personal well-being and that of society;**
- **develop the personal skills that empower them to take action to improve their own well-being and that of their environments;**
- **help to develop supportive links between the school and the wider community;**
- **help to develop supportive policies and practices to ensure the physical and emotional safety of all members of the school community.**

Health promotion encourages students to make a positive contribution to their own well-being and that of their communities and environments.

The health promotion process described in this curriculum is derived from the World Health Organisation's Ottawa Charter.



This diagram is adapted from one originally printed with the Ottawa Charter (World Health Organisation, 1986).

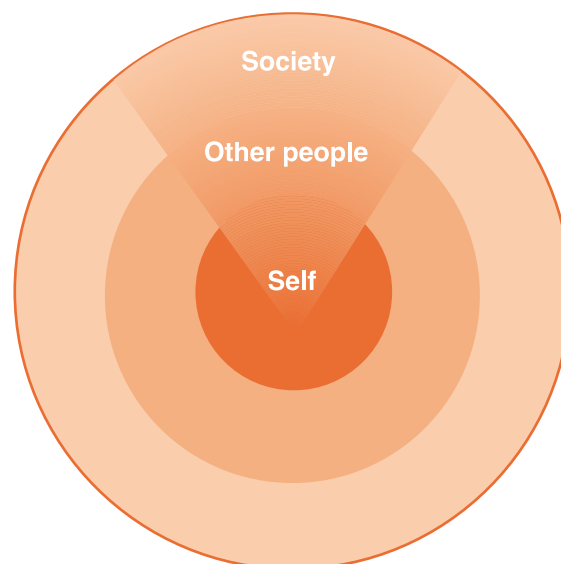
The Socio-ecological Perspective

People can take part in the health promotion process effectively only when they have a clear view of the social and environmental factors that affect health and well-being. Through learning experiences that reflect the socio-ecological perspective, students can seek to remove barriers to healthy choices. They can help to create the conditions that promote their own well-being and that of other people and society as a whole. Through this perspective, students will also come to a better appreciation of how and why individuals differ.

The socio-ecological perspective will be evident when students:

- **identify and reflect on factors that influence people's choices and behaviours relating to health and physical activity (including social, economic, environmental, cultural, and behavioural factors and their interactions);**
- **recognise the need for mutual care and shared responsibility between themselves, other people, and society;**
- **actively contribute to their own well-being, to that of other people and society, and to the health of the environment that they live in.**

Through the socio-ecological perspective, students will learn to take into account the considerations that affect society as a whole as well as individual considerations and will discover the need to integrate these.



Attitudes and Values

Programmes in health and physical education contribute to the well-being of individuals and society by promoting the attitudes and values listed below.

Through their learning in health and physical education, students will develop **a positive and responsible attitude to their own physical, mental and emotional, social, and spiritual well-being** that includes:

- valuing themselves and other people;
- a willingness to reflect on beliefs;
- the strengthening of integrity, commitment, perseverance, and courage.

They will develop **respect for the rights of other people**, for example, through:

- acceptance of a range of abilities;
- acknowledgment of diverse viewpoints;
- tolerance, rangimārie, and open-mindedness.

They will develop **care and concern for other people in their community and for the environment** through:

- co-operation and āwhina;
- applying aroha, manaakitanga, care, compassion, and mahi ā ngākau;
- constructive challenge and competition;
- positive involvement and participation.

They will develop a **sense of social justice** and will demonstrate:

- fairness;
- inclusiveness and non-discriminatory practices.

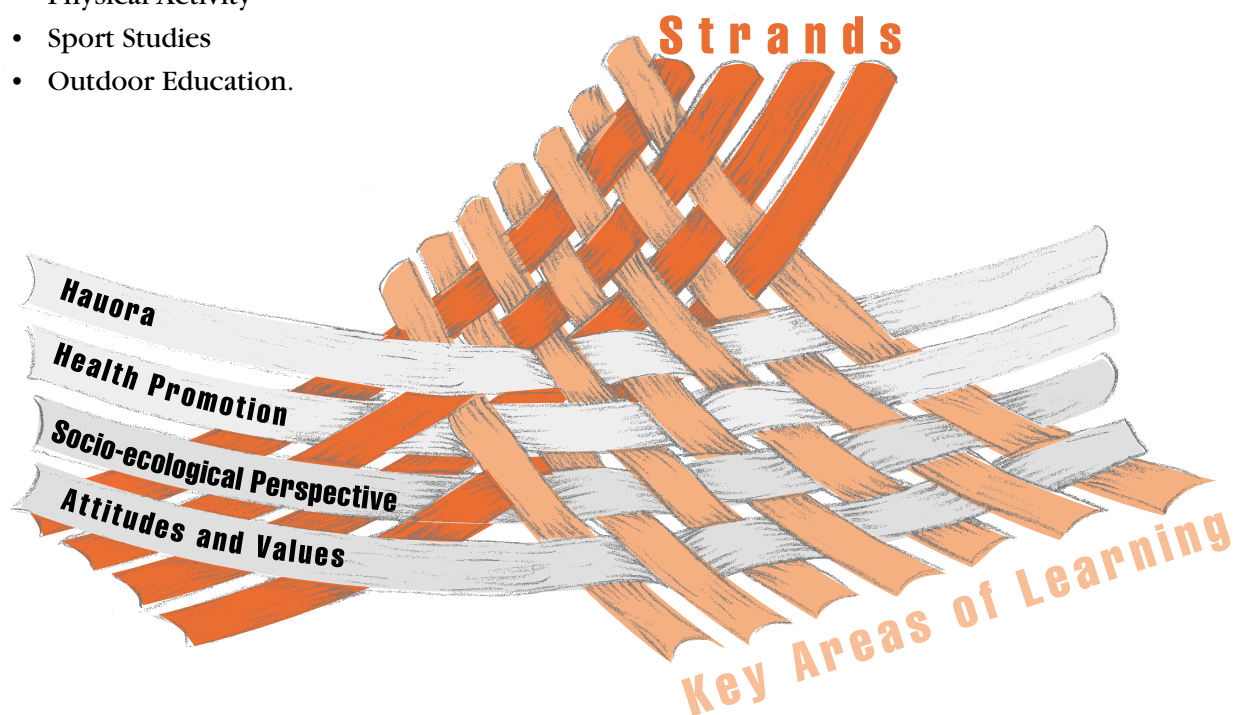


Key Areas of Learning

The key areas of learning reflect and address the current health and physical education needs of New Zealand students. The spiral nature of learning in health education and physical education means that key areas of learning will need to be revisited at different levels and in different learning contexts. These key areas of learning are required to be incorporated in programmes for all students at both primary and secondary levels to the end of year 10.

The key areas of learning are:

- Mental Health
- Sexuality Education
- Food and Nutrition
- Body Care and Physical Safety
- Physical Activity
- Sport Studies
- Outdoor Education.



For each key area of learning, there is a general statement and a list of learning opportunities, which includes specific examples. Each of these examples relates to at least one achievement objective.

Mental Health

Mental health is a broad area, influenced by diverse factors.

At the personal level, mental health refers to the quality of a person's psychological, social, and behavioural functioning in the world.

The Mental Health Foundation, 1995

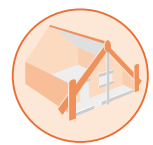
Positive mental health is a prerequisite if students are to reach their highest academic, physical, and social potential. The implementation of programmes in this key area of learning will contribute to the development of a safe emotional environment in classrooms and the wider school, as required by National Administration Guideline 5 (i).

In this key area of learning, students will have opportunities to explore the ways in which the physical, mental and emotional, social, and spiritual dimensions of hauora contribute to mental health.

Students will examine social, cultural, economic, and environmental factors that influence people's mental health, including the effects of media messages. Students will use critical-thinking and problem-solving skills to develop strategies and safety procedures for avoiding, minimising, or managing risk situations.

A supportive classroom environment is necessary for quality learning in mental health. In supportive classroom situations, students can acknowledge diverse points of view, accept a range of abilities, and show concern for one another. Teachers should use a range of teaching and learning strategies that encourage all students to participate fully in the programme.

School-wide policies and practices that promote equality, fairness, and non-violence will support classroom programmes and help to develop a school environment that enhances students' mental health.



Students require a range of learning opportunities in mental health. These include opportunities to develop:

- knowledge, understandings, and skills to strengthen personal identity and enhance a sense of self-worth
- knowledge, understandings, and skills to examine discrimination and stereotyping, and to evaluate their impact on people’s mental health
- understandings and personal and interpersonal skills to enhance relationships
- knowledge, understandings, and skills to support themselves and other people during times of stress, disappointment, and loss
- knowledge, understandings, and skills to make informed, health-enhancing decisions in relation to drug use and misuse
- knowledge, understandings, and skills to recognise and respond to situations of abuse and harassment
- knowledge and understanding of the benefits of physical activity, relaxation, and recreation in relation to mental health;
- values and attitudes that support the enhancement of mental health for the students themselves, other people, and society



Sexuality Education

Sexuality education is a lifelong process. It provides students with the knowledge, understanding, and skills to develop positive attitudes towards sexuality, to take care of their sexual health, and to enhance their interpersonal relationships, now and in the future. In this curriculum, the term “sexuality education” includes relevant aspects of the concept of hauora, the process of health promotion, and the socio-ecological perspective. The term “sex education” generally refers only to the physical dimension of sexuality education.

Students will consider how the physical, social, mental and emotional, and spiritual dimensions of sexuality influence their well-being.

Through the socio-ecological perspective, students will critically examine the social and cultural influences that shape the ways people learn about and express their sexuality, for example, in relation to gender roles, the concept of body image, discrimination, equity, the media, culturally based values and beliefs, and the law.

Sexuality education is enhanced when supportive school policies and practices are developed, links with relevant community agencies are made, and students are helped to identify and access support.



Students require a range of developmentally appropriate learning opportunities in sexuality education. These include opportunities to develop:

- knowledge, understandings, and skills relating to sexual development – physical, emotional, and social;
- knowledge, understandings, and skills to enhance their sexual and reproductive health
- personal and interpersonal skills and related attitudes, including
 - the skills needed to examine people’s attitudes, values, and beliefs and their rights and responsibilities
 - attitudes of respect for themselves and other people
 - attitudes of care and concern for themselves and other people
 - effective communication skills
 - problem-solving and decision-making skills;
- understandings and skills to enhance relationships



Programmes for the prevention of sexual abuse are an important part of health education. However, these must be balanced at all levels by separate sexuality education programmes that emphasise the positive aspects of sexuality. To ensure that students do not receive confusing or mixed messages, these two programmes should not be taught concurrently or consecutively.

Classroom programmes must be sensitively developed so that they respect the diverse values and beliefs of students and of the community.

Legislative Provisions for Sexuality Education in Schools

The Education Standards Act 2001 repealed sections 105C and 105D of the Education Act 1964. School boards of every state school must now implement the health curriculum in accordance with section 60B of the Education Act. Previously, schools had an option to exclude the sexuality education components of the curriculum.

As outlined on page 53, at least once every two years the school board is required to prepare a draft statement about the delivery of the health curriculum and then to consult the school community before the school adopts the statement. The statement will include a clear description of the way in which the school will implement sexuality education.

Food and Nutrition

The food choices made by individuals and families affect all aspects of their health. Food and nutrition education enables students to make informed decisions about food and the choices that will contribute to their own well-being and that of other people.

In this key area of learning, students will have opportunities to examine the influence of food and nutrition in relation to the physical, social, mental and emotional, and spiritual dimensions of hauora.

Through the socio-ecological perspective, the students will examine the influences of culture, technology, and society on food choices, food preparation, and eating patterns. They will develop strategies for addressing nutrition-related health issues.

Effective food and nutrition education is reinforced by a school environment that encourages healthy eating, promotes safe food-handling practices, and makes use of community support.

Students will have practical experiences designed to help them develop health-enhancing attitudes to food and nutrition. Teachers will recognise and take into account the diverse cultural, social, and economic backgrounds of students in New Zealand schools. It is expected that all students will have had practical cooking experiences by the end of year 8. Programmes should encourage a healthy and realistic attitude to body size and shape and promote the enjoyment and appreciation of food.



Students require learning opportunities in food and nutrition education that will enable them to develop:

- knowledge and understanding of the nutrition people across all age groups require for growth and development;
- understanding of how nutrition, exercise, and well-being are related;
- knowledge and understandings of the cultural significance of food and of rituals associated with food and nutrition;
- knowledge, understandings, and skills for selecting and preparing food and eating patterns that reflect health-enhancing attitudes towards nutrition;
- knowledge of the costs associated with buying and preparing food and the skills necessary to meet nutritional needs on a limited budget;
- the skills needed to prepare food successfully and safely at a personal level and as a shared responsibility.

Body Care and Physical Safety

Learning about body care and physical safety provides students with opportunities to make informed decisions about body care, to recognise hazards in the environment, and to adopt safe practices in relation to these.

The main focus of this key learning area is the physical dimension of hauora. However, body care and physical safety does also relate to the mental and emotional, social, and spiritual dimensions of hauora because the four dimensions are interrelated.



Through the socio-ecological perspective, students will examine social, cultural, and economic attitudes, beliefs, and practices that influence environmental safety and personal body care. Students will be encouraged to use problem-solving and decision-making skills to manage social and ecological aspects of hauora constructively.



To provide an effective environment for promoting personal body care and physical safety, schools need to develop supportive school-wide policies and practices, adopt practical safety and emergency procedures, and make links with relevant support groups and agencies.



Students require a range of learning opportunities, which include opportunities to:

- develop knowledge, understandings, and skills for personal body care
- develop knowledge and skills for the prevention of illness, injury, infection, disease, and common lifestyle disorders;
- develop knowledge and understanding of practical ways of caring for themselves and other people during times of illness, injury or accident, and rehabilitation;
- develop the ability to identify environmental hazards
- practise strategies to avoid or minimise harm from environmental hazards and learn emergency procedures for managing risk situations;
- develop attitudes and values that encourage them to take responsibility for their own physical well-being and that of other people and to care for the environment.



Physical Activity

Physical activity encourages students to enjoy movement, to learn about the movement culture, and to develop positive attitudes towards regular participation in physical activities.

Physical activity contributes to and promotes learning:

- **in** movement, by developing physical skills in a range of physical activity contexts;
- **through** movement, using the medium of physical activity to develop knowledge of themselves and other people, social skills, and positive attitudes and values;
- **about** movement, by examining scientific aspects of it and by learning about the social and cultural significance of physical activity for individuals, groups, and communities.

In recognising New Zealand's unique bicultural heritage, physical activity embraces ngā mahi a rēhia (Māori recreational and leisure activities, including te reo kori). The activities of rēhia develop physical and mental fitness and co-ordination in appropriate Māori contexts that have their own customs and protocol. These activities are unique to Aotearoa and foster knowledge, traditions, and movement skills from the past along with adapted contemporary movements. Te reo kori provides opportunities for the development of fundamental movement skills, using poi, rākau, and whai. Students may also learn more advanced skills, such as those required for a complex poi performance, haka, or mau rākau using taiaha, under the tuition of experts from within the school or the wider community.

Physical activity programmes contribute to the enhancement of the physical, mental and emotional, social, and spiritual aspects of hauora by capturing the intrinsic and instrumental values of physical activity. Activities are valued for their intrinsic qualities if people take part in them for fun or for the sheer pleasure or satisfaction of it, out of playfulness, or to express themselves and their creativity. They are valued for their instrumental qualities when the activity is a means of achieving specific goals, for example, to develop fitness, improve health, reduce stress, aid relaxation, improve interpersonal skills, or provide opportunities for social interaction.



Through the socio-ecological perspective, students will come to understand the interdependence of the factors that influence the decisions they make about physical activity. Students will be encouraged to question their own decisions critically and work towards improving practices relating to physical activity within the school and wider community.



Schools should develop policies and practices that create a positive learning environment by supporting physical activity, promoting emotional safety, encouraging the acceptance of diversity, and providing equitable access to opportunities.



It is expected that all students will have had opportunities to learn fundamental aquatics skills by the end of year 6.

Learning opportunities should be characterised by challenge, sequenced progressions, and maximum involvement. Students who are involved in competitive activities should be encouraged to strive for and enjoy personal and group achievements, to demonstrate fair play, and to accept their personal and social responsibilities.



Students require a range of learning opportunities in physical activity. These include opportunities to develop:

- movement skills for physical competence, enjoyment, a sense of self-worth, and an active lifestyle

Students should be encouraged to participate in physical activity that is enjoyable, challenging, and meaningful. They should be encouraged to participate in physical activity that is enjoyable, challenging, and meaningful.

- personal and interpersonal skills to strengthen their awareness of personal identity and to enhance their sense of self-worth and their relationships with other people

Students should be encouraged to participate in physical activity that is enjoyable, challenging, and meaningful. They should be encouraged to participate in physical activity that is enjoyable, challenging, and meaningful.

- knowledge and understanding of scientific and technological influences on physical activity;
- knowledge and understanding of the significance of cultural practices in physical activity
- knowledge and understanding of the significance of social influences on physical activity
- their own values, attitudes, behaviours, and actions in physical activity settings

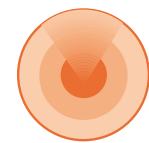
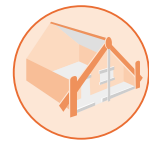
Students should be encouraged to participate in physical activity that is enjoyable, challenging, and meaningful. They should be encouraged to participate in physical activity that is enjoyable, challenging, and meaningful.

Sport Studies

In sport studies, students identify how sporting experiences influence the development of people's physical and social skills. They investigate and critically appraise the educative value of sport and consider the effects of sport from social, cultural, and scientific perspectives.

The study of sport involves identifying ways in which all aspects of hauora are influenced by sporting experiences.

Students will come to understand the social, cultural, economic, and environmental factors that influence attitudes, beliefs, and practices associated with sport. They will critically examine sport from their personal viewpoint and from the viewpoints of the school and society as a whole.



Schools have an important role in promoting sport through the co-curricular programmes they offer students. These programmes allow students to build on and apply the knowledge, skills, and attitudes they develop in the school's physical education curriculum. Organised school sports programmes should neither be seen as substitutes for sport studies in this curriculum nor as the specific domain of physical education teachers.

The effective promotion and organisation of school sport should reflect the needs of students and ensure that all students have the opportunity to:

- participate to the highest level of their interest and ability;
- experience enjoyment and achievement;
- become competent and enthusiastic participants;
- practise fair play (in the widest interpretation of the term) in all situations;
- experience and manage competition.



Sports programmes can be developed in partnership with clubs and other community groups and may involve interschool and club competitions.

Students require a range of structured, sequenced, and developmentally appropriate learning opportunities in sport studies. These include opportunities to develop:

- skills for participating in diverse sporting roles
- constructive attitudes, values, and behaviours that will help them to manage co-operative and competitive sports environments;
- skills for identifying and critiquing the contributions that science, technology, and the environment make to sporting performances;
- the skills to identify and discuss the social and cultural significance that sport has for individuals and for society

Source: <https://www.asss.com.au/asss/wp-content/uploads/2017/05/ASSS-Competency-Model-2017.pdf>

Outdoor Education

Outdoor education provides students with opportunities to develop personal and social skills, to become active, safe, and skilled in the outdoors, and to protect and care for the environment.

Outdoor education includes adventure activities and outdoor pursuits. Adventure activities foster students' personal and social development through experiences involving co-operation, trust, problem solving, decision making, goal setting, communication, leadership, responsibility, and reflection. Through outdoor pursuits, students develop particular skills and attitudes in a range of outdoor settings. Outdoor pursuits include biking, orienteering, bush walking, tramping, camping, kayaking, sailing, following rope trails, and rock climbing.



In outdoor education programmes, the four dimensions of hauora are enhanced through safe, challenging, and enjoyable learning experiences in the outdoor environment.



Through the socio-ecological perspective, students will investigate the importance of the outdoor environment and outdoor activities to the well-being of all New Zealanders. They will critically examine social, cultural, scientific, technological, and economic influences on outdoor activities, on the environment, and on how the environment is used.



The enhancement of hauora through outdoor education requires school-wide policies and procedures to ensure that appropriate activities, safe practices, and the most suitable community resources are selected, used, and evaluated.



In developing outdoor education programmes, schools should:

- make use of the school grounds and the immediate local environment;
- make the most of opportunities for direct experiences that can be completed in a school day;
- provide relevant, challenging learning programmes that offer opportunities for reflective thinking skills (including critical reflection skills, where appropriate) and that can be provided within a realistic budget;
- ensure that appropriate resources and skilled personnel are available;
- follow safe practices and comply with legislative requirements. Refer to *Education Outside the Classroom: Guidelines for Good Practice* (Ministry of Education, 1995) and to *Anywhere, Everywhere: EOTC Curriculum Guidelines for Primary Schools, Secondary Schools, and Early Childhood Centres* (Ministry of Education, 1992). For other health and safety legislation, see *Governing and Managing New Zealand Schools: A Guide for Boards of Trustees* (Ministry of Education, 1997).

Students require a range of structured, sequenced, and developmentally appropriate learning opportunities in outdoor education. These include:

- adventure activities and outdoor pursuits that focus on physical skill development, fun, and enjoyment;
- adventure activities and outdoor pursuits that focus on the development of personal and interpersonal skills;
- learning about the traditions, values, and heritages of their own and other cultural groups, including those of the tangata whenua;
- opportunities to learn about the environmental impact of outdoor recreation activities and to plan strategies for caring for the environment;
- planning strategies to evaluate and manage personal and group safety, challenge, and risk;
- finding out how to access outdoor recreation opportunities within the community.

The Essential Skills

Health and Physical Education in the New Zealand Curriculum makes a unique and significant contribution to the development of the essential skills described in *The New Zealand Curriculum Framework*.

Physical Skills

Students can develop the essential physical skills necessary for daily living when they have opportunities to:

- use fundamental movement skills, including locomotor, non-locomotor, gross, and manipulative actions;
- use physical skills to develop and extend their personal capabilities;
- use physical skills for personal expression;
- use physical skills in play, games, formal exercise, dance, and daily life;
- demonstrate physical skills for personal safety and first aid;
- demonstrate physical skills in relaxation;
- use physical skills in competitive situations;
- apply specialist skills in areas of interest, including recreation, sport, and work.

Self-management and Competitive Skills

Students can develop the skills and processes required for self-management, change, and competition when they have opportunities to:

- demonstrate a sense of self-worth and personal identity;
- show initiative, integrity, commitment, perseverance, courage, tolerance, and adaptability;
- demonstrate the skills of self-appraisal and self-advocacy;
- set, evaluate, and achieve realistic goals;
- manage time and other resources effectively;
- approach challenge, change, stress, conflict, competition, and feelings of success and failure in constructive ways;
- exercise self-discipline and take responsibility for their own actions and decisions;
- take responsibility for their own health, physical activity, and safety, using appropriate skills to protect their bodies from harm and abuse.

Communication Skills

Students can develop the skills to communicate beliefs, ideas, understanding, options, choices, consequences, decisions, and solutions in a range of contexts, using oral, written, and visual language skills, when they have opportunities to:

- express their needs and feelings clearly and confidently;
- respond sensitively to the needs and feelings of other people;
- listen;
- assert themselves;
- advocate;
- mediate and negotiate;
- demonstrate skills of discrimination and critical analysis, particularly in relation to information provided by the media;
- present a case clearly, logically, and convincingly;
- use up-to-date information and communication technologies.

Problem-solving Skills

Students can develop problem-solving skills in contexts that are directly relevant to their lives through learning experiences that provide opportunities to:

- think critically, creatively, reflectively, and logically;
- exercise imagination, initiative, and flexibility;
- identify, describe, and redefine problems and analyse them from a variety of perspectives;
- make connections and establish relationships;
- enquire, research, and explore options and consequences;
- make informed choices;
- implement decisions;
- evaluate processes, decisions, actions, and outcomes.

Social and Co-operative Skills

An essential component of this curriculum is the provision of learning experiences through which students can develop and practise the social and co-operative skills they need to enhance their relationships with other people in a wide range of social and working contexts.

Opportunities should be provided for students to:

- demonstrate effective relationships with other people and work in co-operative ways to achieve common goals;
- accept various roles and take responsibility, as a member of a group, for jointly decided actions and decisions;
- participate appropriately in a range of social, cultural, and physical settings;
- demonstrate the principles of fair play in situations where people are involved in physical activities;
- exercise leadership skills;
- recognise, analyse, and respond appropriately to discriminatory practices and behaviours;
- acknowledge individual differences and demonstrate respect for the rights of all people;
- demonstrate consideration for other people and show such qualities as integrity, reliability, trustworthiness, aroha, fairness, diligence, tolerance, and manaakitanga;
- demonstrate a sense of responsibility for the well-being of other people and for the environment;
- participate effectively as responsible citizens in a democratic society;
- use negotiation and conflict resolution skills to find positive solutions or to help a group reach consensus.

Information Skills, Numeracy Skills, and Work and Study Skills

As students develop knowledge and understanding in health education and physical education, the importance of information skills, work and study skills, and numeracy skills increases.

Students will be required to collect, retrieve, process, and interpret data and to use appropriate technologies to present it. Health education and physical education encourage students to develop sound working habits, to work independently as well as in groups, and to take increasing responsibility for their own learning.

Implementing the Curriculum

The Needs of Learners

The needs of learners should be considered within the contexts of:

- their current physical, social, intellectual, and emotional development;
- the classroom and school environment;
- the special nature of their communities;
- a wider knowledge about the health status, needs, and physical activity patterns of children, adolescents, and adults in New Zealand society.

Those who identify students' learning needs should be informed by consultation with the students themselves, school staff members, parents, caregivers, and education professionals.

Cultural Inclusiveness

New Zealand's bicultural heritage is unique and is important to all New Zealanders. Schools and teachers need to:

- ensure that the concept of hauora is reflected in students' learning experiences in health education and physical education at all levels of schooling;
- recognise that te reo Māori and ngā tikanga Māori are taonga and have an important place within the health and physical education curriculum;
- develop health education and physical education concepts within Māori and other cultural contexts that are relevant to students, for example, in the context of te reo kori.

Te reo kori encourages the exploration of Māori language, concepts, and values. It promotes the development of physical skills, self-awareness, and confidence and also provides an opportunity for students to experience and understand aspects of the culture of the tangata whenua.

Health education and physical education programmes must be inclusive of the diverse groups within New Zealand society, recognising and valuing the experiences, cultural traditions, histories, and languages of all New Zealanders. In developing a culturally inclusive curriculum, it is important to:

- recognise that students may need to meet more than one set of cultural expectations;
- ensure that members of cultural groups within the local and wider community are consulted when the school health and physical education programme is developed;
- ensure that the teaching practices, the language, and the resource materials used in the school environment are non-racist and culturally inclusive.

Gender Inclusiveness

Health and Physical Education in the New Zealand Curriculum provides many opportunities for teachers and schools to address issues that specifically affect the learning experiences of girls or boys and to select learning outcomes that are equitable, regardless of gender, across all essential learning areas.

Health education and physical education programmes that are gender inclusive will:

- incorporate a range of experiences that are relevant to the knowledge, skills, and aspirations of both boys and girls, using gender inclusive language, resource materials, and illustrative examples;

- ensure that both girls and boys take active leadership roles in health education and physical education settings;
- provide opportunities for students to critically analyse the ways in which some existing concepts of masculinity and femininity may have a detrimental effect on the health and the physical activity patterns of boys and girls, men and women;
- provide opportunities for boys and girls to develop knowledge, understandings, skills, and behaviours that will enable them to achieve relationships characterised by equality and mutual respect;
- provide role models, for both girls and boys, of men and women who are encouraging, sensitive, tolerant, assertive, and physically active;
- encourage girls and boys to participate in all aspects of health education and physical education in an atmosphere that challenges gender stereotyping and discrimination;
- ensure that boys and girls have equitable access to resources, including teacher time, learning assistance, and technologies, across all learning activities.

Meeting the Needs of Students with Special Needs and Abilities

The school curriculum will provide learning opportunities which will enable all students to achieve the learning objectives to the best of their ability.

The New Zealand Curriculum Framework, page 6

Students who have exceptional ability in health education and physical education, along with students who have a temporary or permanent disability (whether sensory, physical, social, or intellectual), require programmes that extend them, challenge them, and broaden their abilities. These groups of students need programmes adapted and organised to provide access to relevant opportunities, meet their individual needs, and contribute to the development of their awareness of their personal identity and their sense of self-worth.

It is important that students with special needs and abilities:

- are identified early;
- have their learning needs addressed from the beginning, through relevant and consistent programmes;
- work at their own pace;
- work towards goals and face challenges that encourage them to develop to their full potential;
- are valued by their peers, their teachers, the school, and the wider community;
- help to plan programmes to meet their particular learning needs;
- are included in regular lessons (and that resources or teaching approaches are adapted, as appropriate, to meet their special needs).

The teachers who identify students with special needs should consult with parents, other teachers, and specialist educators before designing and implementing special learning programmes. Students with disabilities should be provided with means of access to all school facilities.

School Organisation

Health and Physical Education in the New Zealand Curriculum has been designed to ensure that there is a balance between the subjects of health education and physical education and that the relevant aspects of home economics are fully addressed.

Health education and physical education will not necessarily be taught by the same teacher at secondary school level. However, teachers of health education, physical education, and home economics are encouraged to plan collaboratively to enhance and enrich student learning.

The relevant aspects from home economics in this curriculum include:

- healthy eating;
- family relationships;
- caring for and supporting other people across a range of ages and in times of illness or temporary disability;
- strengthening students' awareness of their personal identity and enhancing their sense of self-worth.

Consultation with Parents, Caregivers, and the Community

The whole school community should be involved in developing policies and practices that support learning in this curriculum. Healthy school communities are those in which a commitment to hauora is consistently reinforced in the classroom, in the whole-school environment, and in positive relationships with parents and caregivers.

Consultation involving students, staff, parents, and caregivers will:

- strengthen health education and physical education programmes;
- assist in the development of related school policies;
- contribute to school review and the evaluation of programmes;
- provide opportunities for students, teachers, parents, and caregivers to enhance students' learning.

It is essential for school staff to consult, using appropriate protocols, with Māori, Pacific Islands, Asian, and other ethnic communities if the diverse needs of students are to be increasingly well understood and provided for.

For a healthy whole-school environment, schools and teachers should also establish and maintain links with those community organisations and people who can support this curriculum.

Legislative Requirements for Consultation about the Implementation of the Health Curriculum

Section 60B of the Education Act 1989, as amended by the Education Standards Act 2001, outlines the legal requirements for state schools regarding the delivery of the health education components of the relevant national curriculum statements.

At least once every two years, boards of trustees are required to produce a written statement about how the school will implement health education. The legislation requires schools to:

- inform the school community about the content of the health education components of the curriculum; and
- consult with members of the school community regarding the way in which the school should implement health education; and
- describe, in broad terms, the health education needs of the school's students.

Section 60B defines "school community" as meaning:

- in the case of integrated schools, the parents of the students enrolled at the school and the school's proprietors;
- in the case of any other school, the parents of the students enrolled at the school;
- in every case, any other person whom the board of trustees considers is part of the school community for the purpose of developing the school health education programme.

The board of trustees may use any method of consultation that it considers will best achieve the purpose of the consultation described above. A statement on the delivery of health education may not be adopted until the board has:

- prepared a statement in draft; and
- given members of the school community adequate opportunity to comment on the draft statement; and
- considered any comments it receives.

There is provision under section 25AA, as amended by the Education Standards Act 2001, for individual parents of students enrolled in any state school to write to the principal to request that their child/children be excluded from specified parts of the health programme related to sexuality education.

The principal is required to ensure that the student is excluded from the relevant tuition and that the student is supervised during that time. This requirement does not extend to exclusion at any other time when a teacher deals with a question raised by another student that relates to sexuality education.

The 1990 repeal of section 3 of the Contraception, Sterilisation and Abortion Act 1977 removed any legal impediment to young people of any age having access to advice on the use of contraception or to the supply of contraceptive devices. However, decisions to include contraceptive education as part of the sexuality education component of the school health programme must be considered within the requirements of the Education Act 1989 (as amended in 2001), which are outlined above.

Creating Positive Learning Environments

The choices that students make about health and physical activity, the actions they go on to take, and the habits they form are linked to their sense of belonging, at home, at school, and in the wider community. When the school provides a caring and supportive environment, students feel valued and are able to contribute to school and community life.

[Values] are expressed in the ways in which people think and act.
No schooling is value-free. Values are mostly learned through students' experience of the total environment, rather than through direct instruction.
The New Zealand Curriculum Framework, page 21

All adult members of the school community should recognise the powerful influence they have as role models since their attitudes and values are continuously demonstrated to students by their actions. The whole-school environment should support and enhance learning in health education and physical education. All members of the school community should work together to:

- respond sensitively to students' needs;
- value the unique contributions of students from various cultural backgrounds;
- provide experiences that support the development of positive attitudes, trust, and mutual respect;
- use teaching and learning approaches that reinforce the development of a sense of personal and social responsibility;
- ensure that the policies, practices, and structures of the school agree with the aims and achievement objectives of this curriculum;
- provide “a safe physical and emotional environment for students”, as required by National Administration Guideline 5 (i).

The importance of the affective learning environment for student learning has been highlighted by research in New Zealand classrooms. Many of the issues addressed in health and physical education require sensitive handling since they relate to personal beliefs, customs, and attitudes, which can vary widely among individuals and cultures. Students' capacity for achievement is significantly reduced when they experience embarrassment, humiliation, exclusion, alienation, and discrimination. When schools and teachers establish guidelines collaboratively, they are able to set clear parameters about the attitudes and actions that are expected in the classroom and other learning environments.

Planning and Assessment

When planning programmes, teachers should consider:

- the learning needs of their students;
- the achievement objectives and associated examples for the strands;
- the key areas of learning;
- relevant attitudes and values;
- the essential skills.

When planning for this curriculum area over a year, teachers should include achievement objectives from all four strands in their class programmes. At secondary level, this may involve collaborative long-term planning between teachers of health education, physical education, and home economics. At all levels, teachers should consider school policies and legislative requirements.

Teachers are encouraged to include achievement objectives from different strands within a particular learning context. However, objectives should not be combined artificially simply for ease of coverage and assessment. There may be times when it is appropriate for the main learning focus to be on achievement objectives from one particular strand. The students' learning needs will suggest the relative emphasis for each strand in any given context.

Assessment is an integral and ongoing part of an effective learning programme. In this essential learning area, the most valid assessment information will be obtained from actual learning experiences. Students should not be assessed on the values they hold. However, it is both useful and valid to assess the development of health-enhancing attitudes. When evaluating the programme, in particular, the development of students' attitudes will be an important factor to consider.

Teachers will usually need to develop specific learning outcomes from the achievement objectives. A specific learning outcome is the expected learning that occurs as a result of a particular learning activity. Such learning generally relates to one or more aspects of an achievement objective and to one or more of the key areas of learning. For example, to meet the first objective at level 1 for strand B, "Students will develop a wide range of movement skills", one appropriate learning outcome for an aquatics activity might be "The students will submerge their bodies completely and exhale under the water".

It will take a period of time for students to meet the achievement objectives in full. And for some achievement objectives, such as "develop movement skills and demonstrate confidence in challenging situations", information about students in a range of contexts will need to be collected to ensure a valid assessment.

When planning for assessment, teachers should ensure that the procedures they use enable them to assess and report on both individual student progress and overall student achievement.

Glossary

affective learning environment	the emotional environment in which students learn, which affects their feelings of being safe, supported, trustful, and positive (or otherwise) in the learning situation
attitude	a disposition to think or act in a certain way
āwhina	helping, assisting, befriending, providing moral support
beliefs	principles, propositions, and ideas accepted as true (especially without positive proof)
co-curricular programmes	all those learning activities that are part of the total school curriculum but do not necessarily take place in scheduled class time, such as school sport and drama or dance productions
critical thinking	examining, questioning, evaluating, and challenging taken-for-granted assumptions about issues and practices
critical action	action based on critical thinking
ethics	a set of moral principles providing a reason or justification for human conduct
healthism	a set of assumptions, based on the belief that health is solely an individual responsibility, that embrace a conception of the body as a machine that must be maintained and kept in tune in a similar way to a car or motorbike
Hippocratic oath	an oath that doctors take, before beginning medical practice, to affirm their obligations and intentions of proper conduct
kanikani	dance
kawa	protocol
mahi ā ngākau	work of the heart
mana	prestige, influence, and authority
manaakitanga	hospitality and generosity
mau rākau	the art of using weapons such as taiaha
motor skill	a physical act (requiring movement) through which a person successfully achieves a pre-determined goal; performing a motor skill involves a quality component, body control, and a decision-making process

movement skills	a term that can be used to classify body movements; for example, movement skills where the body moves from one place to another are called locomotor skills, and movement skills that are performed on the spot are called non-locomotor skills
multi-sports events	events that include a variety of sports, some of which are generally competitive sports in the outdoor environment
ngā mahi a rēhia	all Māori recreational and leisure interests and physical activities, including te reo kori
rangimārie	tolerance; being at peace with oneself and the environment
selective attention	the process of directing attention to the specific task at hand; through selective attention, a person excludes all variables that are not relevant to successfully completing the required task
self-reflection	thinking about one's own values, attitudes, behaviour, learning, or performance in order to assess their effectiveness, validity, or appropriateness in a specific context
socio-ecological perspective	a view of health and physical education that includes the interdependence between individual, group, societal, and environmental factors that affect well-being
taiaha	a single-pointed spear; the art of using this weapon
tākaro-ā-ringa	hand game(s)
te reo kori	the language of movement; a programme used to develop basic movement skills using equipment such as poi, rākau, and whai
tikanga	custom, rule, way of doing things
tītītōrea	short sticks used for stick games
values	a person's principles or standards; judgments of what is valuable or important in life
waiata-ā-ringa	action song(s)
whai	string games
whanaungatanga	family relationships, kinship
whole and part learning	a method of learning where either the whole task is learned at once (whole learning) or a complex movement pattern is broken down into parts that are practised separately (part learning)

Notes

Health and Physical Education in the New Zealand Curriculum:

Level 1

Level 2

A: Personal Health and Physical Development

Students will:

- gain understandings and skills to manage and adjust to the processes of growth and maturation;
- understand and appreciate, as a result of experience, the contribution of physical activity to personal well-being;
- meet and manage challenges and risks in positive, health-enhancing ways;
- analyse attitudes and values and take actions that contribute to their personal identity and self-worth.

Students will:

- describe feelings and ask questions about health, growth, development, and personal needs;
- use regular, enjoyable physical activity for self-care and personal well-being;
- describe and demonstrate simple health care and safety procedures;
- describe themselves in relation to a range of contexts.

Students will:

- describe their stages of growth and their development needs and demonstrate increasing responsibility for self-care;
- experience and describe the benefits of regular physical activity;
- identify and use safe practices and basic risk-management strategies;
- identify personal strengths that contribute to a sense of self-worth.

B: Movement Concepts and Motor Skills

Students will:

- develop and apply, in context, a wide range of movement skills and facilitate the development of physical competence;
- develop a positive attitude towards physical activity by accepting challenges and extending their personal capabilities and experiences;
- develop and apply a knowledge and understanding of the scientific, technological, and environmental factors that influence movement;
- develop and apply knowledge and understanding of the social and cultural factors that influence people's involvement in physical activity.

- develop a wide range of movement skills;
- participate in a range of physical activities and identify the factors that make the experience personally enjoyable;
- use equipment to develop movement skills in a range of different play environments and will care for the equipment;
- participate in games and activities and identify environments where children can play safely.

- practise movement skills and demonstrate the ability to link them in order to perform movement sequences;
- participate in physical activity and express the satisfaction that this can bring to them and to other people;
- play minor games, using modified equipment to extend their personal movement capabilities;
- apply rules in selected games and activities and demonstrate safe and fair play practices during participation.

C: Relationships with Other People

Students will:

- come to understand the nature of relationships;
- increase their understanding of personal identity and develop sensitivity to, and respect for, other people;
- use interpersonal skills effectively to enhance relationships.

- explore and share ideas about relationships with other people;
- demonstrate sharing and co-operative skills in groups;
- express their own ideas, needs, and feelings effectively and listen to those of other people.

- demonstrate ways of maintaining and enhancing relationships between individuals and within groups;
- describe how individuals and groups share characteristics and are also unique;
- express their ideas, needs, and feelings confidently and listen sensitively to other people and affirm them.

D: Healthy Communities and Environments

Students will:

- find out how societal attitudes, values, beliefs, and practices affect well-being;
- identify the functions of resources and services that support well-being, find out about their availability, and identify the roles of individuals and groups that contribute to them;
- understand the rights and responsibilities, laws, policies, and practices that relate to people's well-being;
- understand the interdependence between people and their surroundings and use this understanding to help create healthy environments.

- take individual and collective action to contribute to safe environments that can be enjoyed by all;
- identify people who can help with health care;
- identify and discuss obvious hazards in their home, school, and local environment and adopt simple safety practices.

- examine how people's attitudes, values, and actions contribute to healthy physical and social environments;
- identify and use local community resources and explain how these contribute to a healthy community;
- use simple guidelines and practices that contribute to physically and socially healthy classrooms, schools, and local environments;
- share ideas and beliefs about ways in which the environment contributes to well-being and work with other people to make improvements.