



# Health and Physical Education

**A**  
Personal Health and Physical Development

## Sub-strand Aims

### A1 Personal growth and development

- Gain understandings and skills to manage and adjust to the processes of growth and maturation.

### A2 Regular physical activity

- Understand and appreciate, as a result of experience, the contribution of physical activity to personal well-being.

### A3 Safety management

- Meet and manage challenges and risks in positive, health-enhancing ways.

### A4 Personal identity

- Analyse attitudes and values and take actions that contribute to personal identity and self-worth. (“Personal identity and self-worth” includes the ideas of self-concept, self-confidence, and self-esteem.)

## Level One

### A1 Personal growth and development

- Describe feelings and ask questions about their health, growth, development, and personal needs and wants.

### A2 Regular physical activity

- Participate in creative and regular physical activities and identify enjoyable experiences.

### A3 Safety management

- Describe and use safe practices in a range of contexts and identify people who can help.

### A4 Personal identity

- Describe themselves in relation to a range of contexts.

## Level Two

### A1 Personal growth and development

- Describe their stages of growth and their development needs and demonstrate increasing responsibility for self-care.

### A2 Regular physical activity

- Experience creative, regular, and enjoyable physical activities and describe the benefits to well-being.

### A3 Safety management

- Identify risk and use safe practices in a range of contexts.

### A4 Personal identity

- Identify personal qualities that contribute to a sense of self-worth.

**B**  
Movement Concepts and Motor Skills

### B1 Movement skills

- Develop and apply, in context, a wide range of movement skills and facilitate the development of physical competence.

### B2 Positive attitudes

- Develop a positive attitude towards physical activity by accepting challenges and extending their personal capabilities and experiences.

### B3 Science and technology

- Develop and apply a knowledge and understanding of the scientific, technological, and environmental factors that influence movement.

### B4 Challenges and social and cultural factors

- Develop and apply knowledge and understanding of the social and cultural factors that influence people’s involvement in physical activity.

### B1 Movement skills; B3 Science and technology

- Develop a wide range of movement skills, using a variety of equipment and play environments.

### B2 Positive attitudes; B4 Challenges and social and cultural factors

- Participate in a range of games and activities and identify the factors that make participation safe and enjoyable.

### B1 Movement skills

- Practise movement skills and demonstrate the ability to link them in order to perform movement sequences.

### B2 Positive attitudes

- Participate in and create a variety of games and activities and discuss the enjoyment that these activities can bring to them and others.

### B3 Science and technology

- Use modified equipment in a range of contexts and identify how this assists to enhance movement experiences.

### B4 Challenges and social and cultural factors

- Develop and apply rules and practices in games and activities to promote fair, safe, and culturally appropriate participation for all.

**C**  
Relationships with Other People

### C1 Relationships

- Come to understand the nature of relationships.

### C2 Identity, sensitivity, and respect

- Increase their understanding of personal identity and develop sensitivity to and respect for other people.

### C3 Interpersonal skills

- Use interpersonal skills effectively to enhance relationships.

### C1 Relationships

- Explore and share ideas about relationships with other people.

### C2 Identity, sensitivity, and respect

- Demonstrate respect through sharing and co-operation in groups.

### C3 Interpersonal skills

- Express their own ideas, needs, wants, and feelings clearly and listen to those of other people.

### C1 Relationships

- Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups.

### C2 Identity, sensitivity, and respect

- Describe how individuals and groups share characteristics and are also unique.

### C3 Interpersonal skills

- Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them.

**D**  
Healthy Communities and Environments

### D1 Societal attitudes and values

- Find out how societal attitudes, values, beliefs, and practices affect well-being.

### D2 Community resources

- Identify and discuss obvious hazards in their home, school, and local environment and adopt simple safety practices.

### D3 Rights, responsibilities, and laws

- Understand the rights and responsibilities, laws, policies, and practices that relate to people’s well-being.

### D4 People and the environment

- Understand the interdependence between people and their surroundings and use this understanding to help create healthy environments.

### D2 Community resources

- Identify and discuss obvious hazards in their home, school, and local environment and adopt simple safety practices.

### D3 Rights, responsibilities, and laws;

### D4 People and the environment

- Take individual and collective action to contribute to environments that can be enjoyed by all.

### D1 Societal attitudes and values

- Explore how people’s attitudes, values, and actions contribute to healthy physical and social environments.

### D2 Community resources

- Identify and use local community resources and explain how these contribute to a healthy community.

### D3 Rights, responsibilities, and laws;

### D4 People and the environment

- Contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, schools, and local environments.

**Level Three**

- A1 Personal growth and development**
- Identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes.
- A2 Regular physical activity**
- Maintain regular participation in enjoyable physical activities in a range of environments and describe how these assist in the promotion of well-being.
- A3 Safety management**
- Identify risks and their causes and describe safe practices to manage these.
- A4 Personal identity**
- Describe how their own feelings, beliefs, and actions, and those of other people, contribute to their personal sense of self-worth.

- B1 Movement skills**
- Develop more complex movement sequences and strategies in a range of situations.
- B2 Positive attitudes**
- Develop movement skills in challenging situations and describe how these challenges impact on themselves and others.
- B3 Science and technology**
- Participate in and describe how their body responds to regular and vigorous physical activity in a range of environments.
- B4 Challenges and social and cultural factors**
- Participate in co-operative and competitive activities and describe how co-operation and competition can affect people's behaviour and the quality of the experience.

- C1 Relationships**
- Identify and compare ways of establishing relationships and managing changing relationships.
- C2 Identity, sensitivity, and respect**
- Identify ways in which people discriminate and ways to act responsibly to support themselves and other people.
- C3 Interpersonal skills**
- Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these.

- D1 Societal attitudes and values**
- Identify how health care and physical activity practices are influenced by community and environmental factors.
- D2 Community resources**
- Participate in communal events and describe how such events enhance the well-being of the community.
- D3 Rights, responsibilities, and laws**
- Research and describe current health and safety guidelines and practices in their school and take action to enhance their effectiveness.
- D4 People and the environment**
- Plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment.

**Level Four**

- A1 Personal growth and development**
- Describe the characteristics of pubertal change and discuss positive adjustment strategies.
- A2 Regular physical activity**
- Demonstrate an increasing sense of responsibility for incorporating regular and enjoyable physical activity into their personal lifestyle to enhance well-being.
- A3 Safety management**
- Access and use information to make and action safe choices in a range of contexts.
- A4 Personal identity**
- Describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth.

- B1 Movement skills**
- Demonstrate consistency and control of movement in a range of situations.
- B2 Positive attitudes**
- Demonstrate willingness to accept challenges, learn new skills and strategies, and extend their abilities in movement-related activities.
- B3 Science and technology**
- Experience and demonstrate how science, technology, and the environment influence the selection and use of equipment in a variety of settings.
- B4 Challenges and social and cultural factors**
- Participate in and demonstrate an understanding of how social and cultural practices are expressed through movement.

- C1 Relationships**
- Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses.
- C2 Identity, sensitivity, and respect**
- Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people.
- C3 Interpersonal skills**
- Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.

- D1 Societal attitudes and values**
- Investigate and describe lifestyle factors and media influences that contribute to the well-being of people in New Zealand.
- D2 Community resources**
- Investigate and/or access a range of community resources that support well-being and evaluate the contribution made by each to the well-being of community members.
- D3 Rights, responsibilities, and laws;**
- D4 People and the environment**
- Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community.

**Level Five**

- A1 Personal growth and development**
- Describe physical, social, emotional, and intellectual processes of growth and relate these to features of adolescent development and effective self-management strategies.
- A2 Regular physical activity**
- Experience a range of personally enjoyable physical activities and describe how varying levels of involvement affect well-being and lifestyle balance.
- A3 Safety management**
- Investigate and practise safety procedures and strategies to manage risk situations.
- A4 Personal identity**
- Investigate and describe the ways in which individuals define their own identity and sense of self-worth and how this influences the ways in which they describe other people.

- B1 Movement skills**
- Acquire and apply complex motor skills by using basic principles of motor learning.
- B2 Positive attitudes**
- Develop skills and responsible attitudes in challenging physical situations.
- B3 Science and technology**
- Investigate and experience ways in which scientific, technological, and environmental knowledge and resources assist in and influence people's participation in A2 Regular physical activity.
- B4 Challenges and social and cultural factors**
- Investigate and experience ways in which people's physical competence and participation are influenced by social and cultural factors.

- C1 Relationships**
- Identify issues associated with relationships and describe options to achieve positive outcomes.
- C2 Identity, sensitivity, and respect**
- Demonstrate an understanding of how attitudes and values relating to difference influence their own safety and that of other people.
- C3 Interpersonal skills**
- 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.

- D1 Societal attitudes and values**
- Investigate societal influences on the well-being of student communities.
- D2 Community resources**
- Investigate community services that support and promote people's well-being and take action to promote personal and group involvement.
- D3 Rights, responsibilities, and laws**
- Identify the rights and responsibilities of consumers and use this information to evaluate health and recreational services and products in the community.
- D4 People and the environment**
- Investigate and evaluate aspects of the school environment that affect people's well-being and take action to enhance these aspects.

	Level Six	Level Seven	Level Eight
Personal Health and Physical Development	<p><b>A1 Personal growth and development</b></p> <ul style="list-style-type: none"> <li>Investigate and understand reasons for the choices people make that affect their well-being and explore and evaluate options and consequences.</li> </ul> <p><b>A2 Regular physical activity</b></p> <ul style="list-style-type: none"> <li>Choose and maintain ongoing involvement in appropriate physical activities and examine factors influencing their participation.</li> </ul> <p><b>A3 Safety management</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of responsible behaviours required to ensure that challenges and risks are managed safely in physical and social environments.</li> </ul> <p><b>A4 Personal identity</b></p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of factors that contribute to personal identity and celebrate individuality and affirm diversity.</li> </ul>	<p><b>A1 Personal growth and development</b></p> <ul style="list-style-type: none"> <li>Assess their health needs and identify strategies to ensure personal well-being across their lifespan.</li> </ul> <p><b>A2 Regular physical activity</b></p> <ul style="list-style-type: none"> <li>Plan, implement, and evaluate a physical activity programme and examine factors used to justify the inclusion of physical activity in enhancing well-being.</li> </ul> <p><b>A3 Safety management</b></p> <ul style="list-style-type: none"> <li>Analyse the difference between perceived and residual risks in physical and social environments and develop skills and behaviour for managing responsible action.</li> </ul> <p><b>A4 Personal identity</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>A1 Personal growth and development</b></p> <ul style="list-style-type: none"> <li>Critically evaluate a range of qualitative and quantitative data to devise strategies to meet their current and future needs for well-being.</li> </ul> <p><b>A2 Regular physical activity</b></p> <ul style="list-style-type: none"> <li>Critically examine commercial products and programmes that promote physical activity and relate this to personal participation in programmes intended to meet current well-being needs.</li> </ul> <p><b>A3 Safety management</b></p> <ul style="list-style-type: none"> <li>Critically analyse dilemmas and contemporary ethical issues that influence their own health and safety and that of other people.</li> </ul> <p><b>Personal identity</b></p> <ul style="list-style-type: none"> <li>Critically analyse the impacts that conceptions of personal, cultural, and national identity have on people's well-being.</li> </ul>
Movement Concepts and Motor Skills	<p><b>B1 Movement skills</b></p> <ul style="list-style-type: none"> <li>Acquire, apply, and refine specialised motor skills by using the principles of motor skill learning.</li> </ul> <p><b>B2 Positive attitudes</b></p> <ul style="list-style-type: none"> <li>Demonstrate and examine responsible attitudes in challenging physical situations.</li> </ul> <p><b>B3 Science and technology</b></p> <ul style="list-style-type: none"> <li>Apply scientific and technological knowledge and resources to enhance physical abilities in a range of environments.</li> </ul> <p><b>B4 Challenges and social and cultural factors</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding and affirmation of people's diverse social and cultural needs and practices when participating in physical activities.</li> </ul>	<p><b>B1 Movement skills</b></p> <ul style="list-style-type: none"> <li>Appraise specialised motor skills and adapt them to extend physical competence and recreational opportunities.</li> </ul> <p><b>B2 Positive attitudes</b></p> <ul style="list-style-type: none"> <li>Adapt skills and appraise responsible attitudes in challenging physical situations and unfamiliar environments.</li> </ul> <p><b>B3 Science and technology</b></p> <ul style="list-style-type: none"> <li>Apply relevant scientific, technological, and environmental knowledge and use appropriate resources to improve performance in a specialised physical activity.</li> </ul> <p><b>B4 Challenges and social and cultural factors</b></p> <ul style="list-style-type: none"> <li>Appraise, adapt, and use physical activities to ensure that specific social and cultural needs are met.</li> </ul>	<p><b>B1 Movement skills</b></p> <ul style="list-style-type: none"> <li>Devise, apply, and evaluate strategies to improve physical activity performance for themselves and others.</li> </ul> <p><b>B2 Positive attitudes</b></p> <ul style="list-style-type: none"> <li>Devise, apply, and appraise strategies through which they and other people can participate responsibly in challenging physical situations.</li> </ul> <p><b>B3 Science and technology</b></p> <ul style="list-style-type: none"> <li>Critically analyse and experience the application of scientific and technological knowledge and resources to physical activity in a range of environments.</li> </ul> <p><b>B4 Challenges and social and cultural factors</b></p> <ul style="list-style-type: none"> <li>Devise and apply strategies to ensure that social and cultural needs are met in personal and group physical activities.</li> </ul>
Relationships with Other People	<p><b>C1 Relationships</b></p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of how individuals and groups affect relationships by influencing people's behaviour, beliefs, decisions, and sense of self-worth.</li> </ul> <p><b>C2 Identity, sensitivity, and respect</b></p> <ul style="list-style-type: none"> <li>Plan and evaluate strategies recognising their own and other people's rights and responsibilities to avoid or minimise risks in social situations.</li> </ul> <p><b>C3 Interpersonal skills</b></p> <ul style="list-style-type: none"> <li>Plan strategies and demonstrate interpersonal skills to respond to challenging situations appropriately.</li> </ul>	<p><b>C1 Relationships</b></p> <ul style="list-style-type: none"> <li>Analyse the nature and benefits of meaningful interpersonal relationships.</li> </ul> <p><b>C2 Identity, sensitivity, and respect</b></p> <ul style="list-style-type: none"> <li>Analyse the beliefs, attitudes, and practices that reinforce stereotypes and role expectations, identifying ways in which these shape people's choices at individual, group, and societal levels.</li> </ul> <p><b>C3 Interpersonal skills</b></p> <ul style="list-style-type: none"> <li>Evaluate information, make informed decisions, and use interpersonal skills effectively to manage conflict, competition, and change in relationships.</li> </ul>	<p><b>C1 Relationships</b></p> <ul style="list-style-type: none"> <li>Critically analyse the dynamics of effective relationships in a range of social contexts.</li> </ul> <p><b>C2 Identity, sensitivity, and respect</b></p> <ul style="list-style-type: none"> <li>Critically analyse attitudes, values, and behaviours that contribute to conflict and identify and describe ways of creating more harmonious relationships.</li> </ul> <p><b>C3 Interpersonal skills</b></p> <ul style="list-style-type: none"> <li>Analyse and evaluate attitudes and interpersonal skills that enable people to participate fully and effectively as community members in various situations.</li> </ul>
Healthy Communities and Environments	<p><b>D1 Societal attitudes and values</b></p> <ul style="list-style-type: none"> <li>Analyse societal influences that shape community health goals and physical activity patterns.</li> </ul> <p><b>D2 Community resources</b></p> <ul style="list-style-type: none"> <li>Advocate for the development of services and facilities to meet identified needs in the school and the community.</li> </ul> <p><b>D3 Rights, responsibilities, and laws</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>D4 People and the environment</b></p> <ul style="list-style-type: none"> <li>Investigate the roles and the effectiveness of local, national, and international organisations that promote well-being and environmental safety.</li> </ul>	<p><b>D1 Societal attitudes and values</b></p> <ul style="list-style-type: none"> <li>Analyse ways that events and social organisations promote healthy communities and evaluate the effects they have.</li> </ul> <p><b>D2 Community resources</b></p> <ul style="list-style-type: none"> <li>Evaluate school and community initiatives that promote young people's well-being and develop an action plan to instigate or support these.</li> </ul> <p><b>D3 Rights, responsibilities, and laws</b></p> <ul style="list-style-type: none"> <li>Evaluate laws, policies, practices, and regulations in terms of their contribution to social justice at school and in the wider community.</li> </ul> <p><b>D4 People and the environment</b></p> <ul style="list-style-type: none"> <li>Analyse ways in which the environment and the well-being of a community are affected by population pressure and technological processes.</li> </ul>	<p><b>D1 Societal attitudes and values</b></p> <ul style="list-style-type: none"> <li>Critically analyse societal attitudes and practices and legislation influencing contemporary health and sporting issues, in relation to the need to promote mentally healthy and physically safe communities.</li> </ul> <p><b>D2 Community resources</b></p> <ul style="list-style-type: none"> <li>Establish and justify priorities for equitable distribution of available health and recreational resources and advocate change where necessary.</li> </ul> <p><b>D3 Rights, responsibilities, and laws</b></p> <ul style="list-style-type: none"> <li>Demonstrate the use of health promotion strategies by implementing a plan of action to enhance the well-being of the school, community, or environment.</li> </ul> <p><b>D4 People and the environment</b></p> <ul style="list-style-type: none"> <li>Critically analyse the interrelationships between people, industry, technology, and legislation on aspects of environmental health.</li> </ul>