



Health and Physical Education Learning Area Years 0–10

28 October 2025

Priority 1: Establishing a knowledge-rich curriculum grounded in the science of learning

We're pleased to release the draft curriculum content for the New Zealand Curriculum Years 0–10 Health and Physical Education.

Consultation is now open on the draft curriculum content for the New Zealand Years 0–10 Health and Physical Education Learning Area. The content is now available [here](#).

This information sheet outlines what you will notice across the learning area, as well as providing the high-level engagement timeline.

Key things to note

- The new draft curriculum content for Years 0–10 Health & Physical Education emphasises discipline-specific, knowledge-rich content about the knowledge and practices of Health and Physical Education.
- To keep young people safe, consent education will be mandatory. Learning about consent is embedded in the curriculum in age-appropriate ways from the start of schooling and builds up progressively over the years.
- New content covering online safety supports young people to navigate the online environment with more knowledge about the risks, supporting them to stay safe now and in the future.
- Parents will still be able to have their children exempted from taking part in sexuality education. Clearer information about what is being taught helps parents, teachers and leaders to navigate these conversations. Sex education is now clearly set out in the teaching sequence. Parent-friendly information about relationships and sexuality education is available on the Parent Portal.
- A clear teaching sequence for physical education will help make sure students are progressing in their movement skills and enjoying the benefits of outdoor education.
- Students will still be expected to learn basic aquatic skills by the end of Year 6. The updated learning area is clear about what needs to be taught for this and provides schools with flexibility over when they cover the content within each Phase.

Nutrition will be covered in Health and Physical Education, while the Technology learning area covers practical food preparation skills and food technology.

What you will notice across all learning areas

UKD Change — in earlier versions of English and Mathematics and Statistics the Understand, Know and Do components had been woven together within the Progress Outcomes. In the updated versions and across all learning areas these concepts of understanding, knowledge and practice are strengthened, while the terms Understand, Know and Do are no longer explicitly referred to in the curriculum.

Purpose Statement — describes why the learning area is important and how it contributes to a student's education. It captures the enduring big ideas that students develop understanding of over the years and sets out the context for teaching and learning programmes.

Learning Area Structure — defines the knowledge strands used as the major organisational components within the learning area. It lays out how the related knowledge and practices are grouped into distinct areas of disciplinary focus.

Introduction — presents the increasingly sophisticated journey of the learning area as the knowledge and practices unfold across Years 0–10. It describes the evolving role of teachers and the different emphasis of teaching and learning programmes across the different year levels.

Year-by-year teaching sequence — organised through the knowledge strands, sets out the knowledge and practices to be taught each year. Together, the knowledge and practice statements support students to build deep understanding and fluency in each learning area.

Through engaging with the disciplinary knowledge and practices of the learning areas, students develop capabilities essential for lifelong learning.

What you will notice in Health and Physical Education

Health and Physical Education has two knowledge strands as detailed below.

Feedback from the consultation on the draft relationships and sexuality education framework informed the development of the teaching sequence.

Health Education includes three elements:

Bodies | Minds (Years 1–10)

- In this element, students will learn how nutrition, sleep, movement, and hygiene support physical and emotional wellbeing.
- Students will explore body changes, emotional regulation, and resilience through stress responses and self-care.
- Substance awareness (e.g. medicines, alcohol, vaping) is introduced along with decision-making for safety.

Relationships (Years 1–10)

- Students will build communication skills, empathy, and understanding of personal relationships and boundaries.

- This element covers consent, online safety, and how to respond to exclusion, bullying, and stereotypes.
- Respectful interactions are encouraged, along with strategies for inclusion and emotional safety.

Sex Education (Years 8–10)

- This element covers puberty, sexual development, and the legal and ethical aspects of consent.
- Contraception, STI prevention, and access to sexual health services are introduced.
- Students will critically examine media influences, harmful behaviours, and personal values in relationships.
- This element is introduced at Year 8 to make it easier for parents and whānau to identify any particular content or lessons that they would prefer to withdraw their child from.

Physical Education includes two elements:

Movement Skills (Years 1–10)

- Students will develop fundamental movement skills and tactical understanding through specific sports and choreographed movement.
- This element covers fitness principles (e.g. strength, flexibility, endurance) and training methods.
- Students will be encouraged to use self-assessment data (e.g. heart rate, performance stats) to improve movement.

Outdoor Education (Years 1–10)

- This element promotes safety, navigation, and environmental awareness in outdoor settings.
- Risk assessment, survival skills, and teamwork through nature-based experiences are covered within the teaching.
- Environmental stewardship (tiakitanga) is encouraged, and personal growth is taught through involvement in outdoor challenges.

Engagement and Timeline

The Years 0–10 NZC draft curriculum is now available, and we welcome your feedback on this content during our consultation through to Friday, 24 April 2026. By drawing on the expertise of teachers, principals, education professionals, academics and associations, we aim to strengthen student progress and achievement. Your insights are central to this and will help shape curriculum content that is clear, structured, evidence-based, and grounded in the science of learning.

Following consultation the draft content will be finalised, with formal release of the updated curriculum content planned for mid-2026. Years 0–10 Health and Physical Education will become required teaching from the start of 2027.

Online feedback forms are available on Tāhūrangi [here](#).

Schools and kura will also be invited to participate in the in-class testing of the Years 0–10 NZC learning areas and wāhanga ako during Term 1, 2026. More information on how to take part will be shared later in Term 4, 2025.

The Refreshed National Curriculum

2025	2026	2027	2028	2029	2030
English and Te Reo Rangatira 0-6 and Mathematics and Statistics and Pāngarau 0-8 required to be used	English and Te Reo Rangatira 0-10 and Mathematics and Statistics and Pāngarau 0-10 required to be used All learning areas, wāhanga ako and curriculum frameworks available. Encouraged use of all Year 9 content	Full curriculum required to be used for Years 9-10 For Years 0-8 use requirements are extended to include Science and Pūtaiao, Social Sciences and Te Ao Māori, Health & Physical Education and Waiora	All Years 0-11 learning areas, wāhanga ako and curriculum frameworks required to be used	All Years 0-12 learning areas, wāhanga ako and curriculum frameworks required to be used	All Years 0-13 learning areas, wāhanga ako and curriculum frameworks required to be used
English 0-6	English 0-10	English 0-10	English 0-11	English 0-12	English 0-13
Te Reo Rangatira 0-6	Te Reo Rangatira 0-10	Te Reo Rangatira 0-10	Te Reo Rangatira 0-11	Te Reo Rangatira 0-12	Te Reo Rangatira 0-13
Mathematics and Statistics 0-8	Mathematics and Statistics 0-10	Mathematics and Statistics 0-10	Mathematics and Statistics 0-11	Mathematics and Statistics 0-12	Mathematics and Statistics 0-13
Pāngarau 0-8	Pāngarau 0-10	Pāngarau 0-10	Pāngarau 0-11	Pāngarau 0-12	Pāngarau 0-13
		Science 0-10	Science 0-11	Science 0-12	Science 0-13
		Pūtaiao 0-10	Pūtaiao 0-11	Pūtaiao 0-12	Pūtaiao 0-13
		Social Sciences 0-10	Social Sciences 0-11	Social Sciences 0-12	Social Sciences 0-13
		Te Ao Māori 0-10	Te Ao Māori 0-11	Te Ao Māori 0-12	Te Ao Māori 0-13
		Health & Physical Education 0-10	Health & Physical Education 0-11	Health & Physical Education 0-12	Health & Physical Education 0-13
		Waiora 0-10	Waiora 0-11	Waiora 0-12	Waiora 0-13
		The Arts 9-10	The Arts 0-11	The Arts 0-12	The Arts 0-13
		Toi Ihiihi 9-10	Toi Ihiihi 0-11	Toi Ihiihi 0-12	Toi Ihiihi 0-13
		Technology 9-10	Technology 0-11	Technology 0-12	Technology 0-13
		Hangarau 9-10	Hangarau 0-11	Hangarau 0-12	Hangarau 0-13
		Learning Languages 9-10	Learning Languages 0-11	Learning Languages 0-12	Learning Languages 0-13
		Ngā Reo 9-10	Ngā Reo 0-11	Ngā Reo 0-12	Ngā Reo 0-13
		Te Reo Pākehā 9-10	Te Reo Pākehā 0-11	Te Reo Pākehā 0-12	Te Reo Pākehā 0-13