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Kindergarten to Year 10

Years 11 and 12

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# Year 4 SyllabusTest

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**Year Level Description**

## Overview



Rationale

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Organisation

Student Diversity

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General Capabilities

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Glossary


 [HPE P-10 Scope and Sequence for teaching in 2024](#)

 [HPE P-10 Scope and Sequence for teaching in 2024](#)

 [HPE P-10 Support resources for consent and relationships](#)

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 [ABLEWA Health & Physical Education Scope & Sequence](#)

 [ABLEWA Health & Physical Education Scope & Sequence](#)

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# Year 4 Syllabus

## Year Level Description

In Year 4, the content focuses on personal, social and emotional learning. Students learn about health and wellbeing, respect and empathy.

Students focus on developing skills and apply the activities. They construct strategies to achieve their goals, broaden their knowledge of health and wellbeing, to recognise the consequences appropriately to ensure safety.

The Health and Physical Education develop, enhance and maintain their health and wellbeing.

## Personal, social and health

### BEING HEALTHY, SAFE, AND ACTIVE

Use of persistence and resilience to respond positively to challenges and failure.

## Show/Hide Curriculum

- ☒ Year level descriptors
- ☒ Content Descriptions
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## Year Levels

- ☒ Select All

## Strands




- ☒ Select All
- ☒ Movement and physical activity
- ☒ Personal, social and community health

## General Capabilities

- ☒ Select All
- ☒ Literacy
- ☒ Numeracy
- ☒ Information and Communication Technology (ICT) capability
- ☒ Critical and creative thinking
- ☒ Personal and social capability
- ☒ Ethical understanding
- ☒ Intercultural understanding

- using self-talk
- seeking help
- thinking optimist




([ACPPS033](#))

-  Literacy
-  Critical and creativ
-  Personal and socia

Strategies that help manage the impact and emotional char

- positive self-talk
- assertiveness
- seeking help
- sharing responsib

([ACPPS034](#))

-  Literacy
-  Critical and creativ
-  Personal and socia

Personal behaviour remain safe in uncc situations, such as:

- being alert and a situations
- using assertive b

language

- knowing who or what is important in the community

([ACPPS035](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

Strategies to ensure wellbeing at home and school

For example:

- following school rules
- identifying and classifying healthy and unhealthy foods for themselves
- making decisions for themselves and others in a range of situations

([AC9HP4P09](#); [AC9HP4P10](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

## COMMUNICATING AND HEALTH AND WELL BEING

The positive influence of communication, empathy and the value of

in relationships ([AC](#)

 Literacy

 Critical and creativ

 Personal and socia

 Ethical understand

 Intercultural under

Strategies to identify  
emotions before rea

 Literacy

 Critical and creativ

 Personal and socia

Strategies to cope w  
situations and the c  
([ACPPS038](#))


 Literacy

 Critical and creativ

 Personal and socia

Ways in which heal  
messages can influ  
decisions and beha

 Literacy

 Information and Co  
Technology (ICT) capa

 Critical and creative


 Personal and social

Strategies for seeking permission, denying permission, refined, and situational permission is required. For example:

- exploring actions they or others are saying no, leaving reporting the incident
- discussing how to situations in which embarrassing pictures permission, touch their body, or use

([AC9HP4P07](#))

 Literacy

 Information and Communication Technology (ICT) capabilities

 Critical and creative

 Personal and social

**CONTRIBUTING TO HEALTHY COMMUNITIES**

Ways in which regular

in natural and built  
promotes health ([A](#)

🎯 Critical and creativ

👥 Personal and socia

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## Achievement st

### Health Education

At Standard, studer  
wellbeing in unsafe  
speak with to get h  
at school.

Students explain be  
positive relationship  
ways these can infl

### Physical Educatio

At Standard, studer  
locomotor and obje  
participating in phy  
They improve their  
previously learned :

Students describe t  
improved sleep and  
apply strategies for

and fairness for all.

In Year 4, the content provides opportunities for students to focus on becoming persistent and resilient. Students learn about specific wellbeing, and positive relationships. They develop ways to foster

Students focus on developing greater proficiency of movement competence to a variety of physical activities. They continue to develop strategies to achieve successful outcomes, or solve movement problems through regular physical activity in relation to health and wellbeing. Students recognise the consequences of personal and team actions, respect

The Health and Physical Education curriculum provides opportunities for students to develop values that promote a healthy lifestyle.

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