

Years 3–4 band Health and Physical Education ACiQ | v9.0

Australian Curriculum Version 9.0: Achievement standard aligned to content descriptions

This resource shows alignment between aspects of the achievement standard and relevant content descriptions for Years 3–4 band. A similar resource is available for Prep/other bands.

The Australian Curriculum (AC) v9.0 code for each content description includes an element indicating the strand it is organised by, e.g. AC9HP4P01 indicates Personal, social and community health strand.

Key to content description codes: Health and Physical Education	
e.g. AC9HP4P01	Strands:
Australian Curriculum (AC)	• P — Personal, social and community health
Version 9 (9)	• M — Movement and physical activity
Health and Physical Education (HP)	
Years 3–4 (4)	
Strand (P, M)	
Content description number (01)	

Years 3–4 band Australian Curriculum: Health and Physical Education achievement standard

By the end of Year 4, students identify influences that strengthen identities and describe strategies to manage emotions, changes and transitions. They apply skills and strategies to interact respectfully with others. They describe the influences that inclusion and stereotypes have on choices and actions. Students describe and apply protective behaviours and help-seeking strategies to keep themselves and others safe online and offline. They interpret health information to apply strategies to enhance their own and others' health, safety, relationships and wellbeing. Students apply fundamental movement skills and demonstrate movement concepts across a range of situations. They adapt movement strategies to enhance movement outcomes. Students examine factors that influence participation and propose strategies to incorporate regular physical activity into their own and others' lives. They demonstrate fair play and inclusion through a range of roles in movement contexts.

Achievement standard aspect	Relevant content description/s	AC v9.0 code
By the end of Year 4	Students learn to:	
Students identify influences that strengthen identities and describe strategies to manage emotions, changes and transitions.	• investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contexts	AC9HP4P01
	• plan, rehearse and reflect on strategies to cope with the different changes and transitions they experience, such as the changes associated with puberty	AC9HP4P02
	• explain how and why emotional responses can vary and practise strategies to manage their emotions	AC9HP4P06
They apply skills and strategies to interact respectfully with others.	• select, use and refine personal and social skills to establish, manage and strengthen relationships	AC9HP4P04
	• describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities	AC9HP4P05
They describe the influences that inclusion and stereotypes have on choices and actions.	• describe how choices and actions can be influenced by stereotypes	AC9HP4P03
	• describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities	AC9HP4P05
Students describe and apply protective behaviours and help-seeking strategies to keep themselves and others safe online and offline.	• rehearse and refine strategies for seeking, giving and denying permission respectfully and describe situations when permission is required	AC9HP4P07
	• describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations	AC9HP4P08
They interpret health information to apply strategies to enhance their own and others' health, safety, relationships and wellbeing.	• interpret the nature and intention of health information and messages, and reflect on how they influence personal decisions and behaviours	AC9HP4P09
	• investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing	AC9HP4P10
Students apply fundamental movement skills and demonstrate movement concepts across a range of situations.	• refine and apply fundamental movement skills in new movement situations	AC9HP4M01
	• demonstrate how movement concepts related to effort, space, time, objects and people can be applied when performing movement sequences	AC9HP4M03
They adapt movement strategies to enhance movement outcomes.	• apply and adapt movement strategies to achieve movement outcomes	AC9HP4M02
	• apply creative thinking when designing movement sequences and solving movement problems	AC9HP4M07
Students examine factors that influence participation and propose strategies to incorporate regular physical activity into their own and others' lives.	• participate in physical activities to explore how their body feels and describe how regular physical activity helps the body stay healthy and well	AC9HP4M04
	• participate in physical activities in natural and outdoor settings to examine factors that can influence their own and others' participation	AC9HP4M05
	• explore recommendations about physical activity and sedentary behaviours, and discuss strategies to achieve the recommendations	AC9HP4M06
They demonstrate fair play and inclusion through a range of roles in movement contexts.	• apply rules and scoring systems to promote fair play when participating or designing physical activities	AC9HP4M08
	• perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities.	AC9HP4M09

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au. Alternatively, email the K–10 Curriculum and Assessment branch at australiancurriculum@qcaa.qld.edu.au.



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