

ALBERT EINSTEIN ACADEMY ELEMENTARY
Personal, Social, Physical Education and Well-Being (P.S.P.E.)

Our AEA students experience a unique and comprehensive personal, social, and physical education (PSPE) program focused on physical literacy, which combines knowledge, skills, fitness, values, and motivation to attain and maintain a healthy lifestyle. Through a range of meaningful experiences, we aim to empower students to rise to challenges, fostering joy through movement, sport, social interaction, and healthy living.

Our goals are to: develop meaningful, transferable skills; promote physical, intellectual, emotional, and social growth; encourage choices that support present and future well-being; promote leadership through teamwork and personal responsibility; and recognize the cultural and personal value of physical activities. Our success has been recognized by the San Diego County Office of Education as an Exemplary Physical Education Site, and at the state level with the Physical Education Teacher of the Year award.

★ Physical Education Class Descriptions

Class (<i>Grades / Mins</i>) <i>200 min / 10 days</i>	Class Description
Personal, Social & Physical Education Class (PSPE) <i>K-4th</i> <i>50 mins/week</i>	A PE specialist leads individual classes through activities designed to support students' personal, social, and physical development. Units focus on cooperation and teamwork, movement and invasion games, personal fitness and goal setting, hand skills, striking skills, foot skills, and the use of long- and short-handled implements.
Action PE <i>5th</i> <i>50 mins/week</i>	PE specialists guide 5th grade groups in creating and teaching their own lessons("PE Exhibition"), learning group dances to perform with their class, assessing individual fitness levels, setting personal goals, exploring leadership, and applying their sport skills to more team-focused activities.
Youth Trainers <i>1st-4th</i> <i>30 mins/10 days</i> <i>5th</i> <i>70 mins/10 days</i>	5th grade students take on the role of 'Youth Trainers' for 1st-4th grade students, exploring the central idea of how their leadership impacts themselves and others while guiding activities with their younger peers. These SEL (Social Emotional Learning)-focused programs foster positive, cooperative relationships among students, while helping them learn to play together, improve their fitness levels, and enhance their sports skills.
PE Moves <i>3rd-4th</i> <i>20 mins/week</i>	"PE Moves" is an element of our PE program that integrates group dance/movement activities to support student development in line with both the CA PE Content Standards and the IB PYP PSPE strand. Students first learn the movements (created by PE specialist) in class, then come to the gym the following week to practice and perform as a grade level.
Brain Boosts <i>1st-5th</i> <i>30 mins/10 days</i>	Brain Boosts' combine physical fitness and academics to offer an alternative to traditional classroom learning. Students engage in targeted subjects outdoors with a partner while earning laps for the running club.
Fit Kids <i>K-2nd</i> <i>20 mins/week</i>	Movement, fitness and learning opportunities primarily led by classroom teachers as brain boosts designed to break up any long periods without movement. Resources are provided by PE specialists.
Targeted Content Standards - <i>Students' physical education learning experiences during the school day are differentiated and progress across grade levels.</i> Standard 1: Demonstrate motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities. Standard 3: Assess and maintain a level of physical fitness to improve health and performance. Standard 4: Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance. Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.	

★ Other Weekly Elements of PE Program

Recess League Sports (2nd-5th) Students can sign up to play Recess League sports during morning recess. The goal is to create an enjoyable competitive experience that helps develop social skills, sport skills, and physical fitness.

Running Club (TK-5th) This provides students with an opportunity to stay active with friends while setting personal goals and establishing a consistent exercise routine. Aerobic exercise not only boosts physical fitness but also improves emotional health, focus, energy levels, and sleep quality.

Personal, Social, Physical Education and Well Being (P.S.P.E.) 'Strands'		
Active Living Exploring Physical Activity. Developing the skills necessary to live a physically active lifestyle.	Interactions Developing positive relationships with teachers & peers. Being a supportive, compassionate and kind team member	Identity My relationship with Physical Activity. Who I am and what I value in regards to living a physically active and healthy lifestyle.
We strive to create a collaborative environment where learners develop the understanding, skills, and attitudes necessary to adapt and thrive in an ever-changing world. We encourage partnerships with AEA families, staff, and the community to nurture physically literate students, helping them gain the knowledge, skills, fitness, values, and motivation to achieve, enjoy, and maintain a healthy lifestyle.		
How can you help your child? Encourage your child to stay as active as possible by joining them in play and outdoor activities. Look for opportunities to practice team sports and model good sportsmanship. Review PE expectations together, limit screen time, encourage hydration, and promote mindfulness along with healthy sleep and nutrition habits. Most importantly, have fun! 😊		

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We greatly appreciate donations to Friends of AEA, which enable us to provide equipment and experiences that support our students in our continually improving PE program.

