

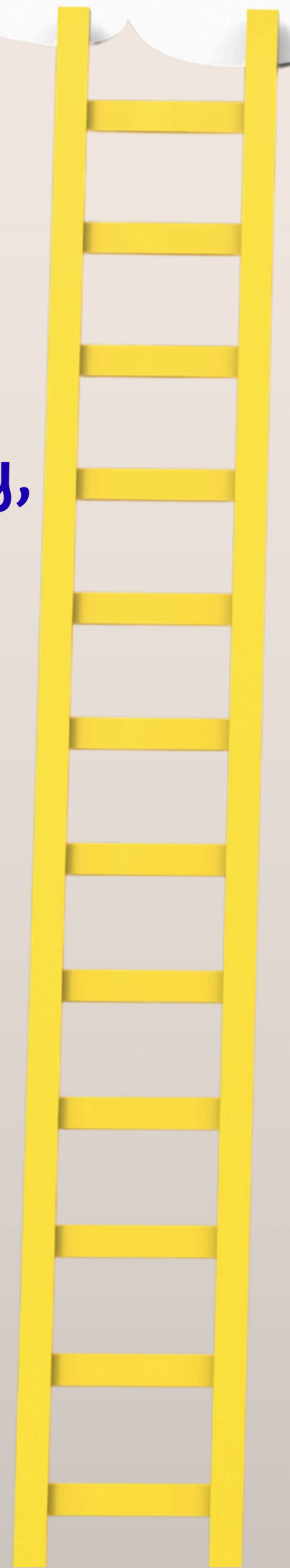
"We teach **PSPE**...
but do our students
live it?"

"PSPE isn't just movement time. It's **Identity, Interactions, Wellness, and Movement** — skills for life.

The challenge? Making them part of everyday classroom culture."

Each strand shapes students' social, emotional, and physical well-being.

But the magic happens when we **connect** them to **Learner Profiles, Conceptual focus, Conceptual transfer, ATLs, and real-life action.**"



Identity

Knowing Self, Respecting Others

Identity is more than 'Who am I?' — it's about building confidence, empathy, and intercultural respect.

Kindergarten - Grade 2

Learner Profile: Caring, Reflective

ATL: Self-management (awareness), Social skills

Conceptual Focus: Understanding myself helps me value others.

Transfer: Knowing myself → respecting others' feelings

Action: Draw a 'Me & My Friends' picture;
Share one kind thing today

Grade 3-4

- **Learner Profile:** Principled, Open-minded
- **ATL:** Self-management (reflection), Social (relationships)
- **Conceptual Focus:** Confidence grows when I know and use my strengths.
- **Transfer:** Building self-confidence → taking positive risks
- **Action:** Keep a “growth tracker”; Share a personal strength in a class meeting



Grade 5

- **LP:** Principled, Reflective, Open-minded
- **ATL:** Self-management (reflection), Social (leadership)
- **Conceptual Focus:** Respecting identity builds intercultural understanding.
- **Transfer:** Understanding identity → building intercultural respect
- **Action:** Present a cultural heritage project; Mentor younger students



Interactions: Building Positive Relationships

Interactions are how we collaborate, communicate, and create shared solutions.

Kindergarten- Grade 2

- **Learner Profile:** Communicator, Caring
- **ATL:** Collaboration, Communication (listening)
- **Conceptual Focus:** Working well with others helps everyone succeed.
- **Transfer:** Working together in play → solving problems in class
- **Action:** Play a partner game & share how you took turns; Help tidy the reading area

Grade 3-4

- **Learner Profile:** Communicator, Caring
- **ATL:** Collaboration, Communication (debate/discussion)
- **Conceptual Focus:** Resolving differences strengthens relationships.
- **Transfer:** Resolving differences in play → resolving group conflicts
- **Action:** Role-play conflict resolution; Organise a peer support group

Grade 5

- **Learner Profile:** Communicator, Caring, Balanced
- **ATL:** Leadership, Presentation skills
- **Conceptual Focus:** Fair negotiation helps communities work together.
- **Transfer:** Negotiating in class decisions
→ participating in civic life
- **Action:** Lead a student council project;
Facilitate a class debate



Wellness

Healthy Mind, Healthy Body

Wellness is a choice — and a skill — that shapes lifelong habits.

Kindergarten - Grade 2

- **Learner Profile:** Balanced, Caring
- **ATL:** Organisation, Basic research
- **Conceptual Focus:** Making healthy choices helps me feel my best.
- **Transfer:** Healthy snack choices → healthy habits for life
- **Action:** Choose a healthy snack;
Demonstrate handwashing

Grade 3-4

- **LP: Balanced, Knowledgeable**
- **ATL: Organisation, Fact-checking**
- **Conceptual Focus: What I eat and do affects my well-being.**
- **Transfer: Understanding nutrition → creating a healthy menu**
- **Action: Create a “healthy week” menu; Share a wellness fact in assembly**

Grade 5

- **LP:** Balanced, Caring, Knowledgeable
- **ATL:** Goal setting, Data analysis
- **Conceptual Focus:** I can plan for my own physical and mental well-being.
- **Transfer:** Analysing lifestyle choices → planning for personal goals
- **Action:** Create a fitness goal tracker; Organise a school “Wellness Week”



"Movement: Confidence in Action"

"Movement builds coordination,
focus, and risk-taking skills for
life."

Kindergarten-Grade 2

- **LP:** Risk-taker, Balanced
- **ATL:** Gross motor, Thinking (transfer)
- **Conceptual Focus:** When my body moves well, I can focus and learn better
- **Transfer:** Learning to balance → better focus on learning
- **Action:** Lead a movement game; Show one safe way to jump/land

Grade 3-4

- **LP:** Risk-taker, Balanced
- **ATL:** Fine & gross motor, Problem-solving
- **Conceptual Focus:** Practising coordination helps me perform with confidence.
- **Transfer:** Practising coordination → enhancing sports, arts, and performance
- **Action:** Design a mini obstacle course; Teach a traditional dance

Grade 5

- **Learner Profile:** Risk-taker, Balanced
- **ATL:** Coordination, Innovation
- **Conceptual Focus:** I can adapt skills to create new ways of moving.
- **Transfer:** Adapting movement skills → innovating games or performances
- **Action:** Invent a new sport/game; Choreograph a movement routine

Found this useful?

Please share it with your network and help
spread the word!

Want more like this? Follow me.

www.tannusconceptcorner.com



Tannu's
CONCEPT CORNER

Where conversation and concepts come alive.

Tannu Jain
CBCI Trainer & experienced
PYP Educator

 tannusconceptcorner@gmail.com