

Zephyr Cloud Lab™

PSHE & SEMH Curriculum Mapping — For Schools & SENCOs

What is Zephyr Cloud Lab?

Zephyr Cloud Lab is a free, digital worry-sorting tool for children aged 5–10. A scientist dragon called Zephyr helps children sort their "worry clouds" into three zones — Fix it, Help a bit, and Float Away — based on the principle of separating what we control from what we do not. It is built on Stoic philosophy and Cognitive Behavioural Therapy (CBT) practice. It requires no account, stores no data, and works on any device.

The Three Zones

Zone	What it means	Curriculum connection
■ Fix It	Things the child can act on — their choices, responses, and actions.	Agency, self-regulation, problem-solving
■ Help a Bit	Things the child can partly influence but not control. Contributing to the solution.	Resilience, emotional regulation, perspective-taking
■ Float Away	Things outside the child's control. Naming them is healthy, not indulging.	Mindfulness, acceptance, anxiety reduction

PSHE Curriculum Alignment (England)

The following maps Zephyr Cloud Lab to the statutory PSHE framework and DfE guidance on Health Education.

PSHE Strand	Specific Objective	How Zephyr Addresses It
Health & Wellbeing (KS1)	Recognise and name a range of emotions and how they feel.	Children name and categorise worries, building emotional vocabulary.
Health & Wellbeing (KS1)	Understand that feelings can be managed.	The three-zone framework teaches active emotion management strategies.
Health & Wellbeing (KS2)	Recognise what makes them feel happy, worried or anxious.	Children identify specific worries and their emotional response to each.
Health & Wellbeing (KS2)	Strategies for managing feelings, including anxiety.	Fix it / Help a bit / Float Away provides a concrete anxiety-management strategy.
Living in the Wider World (KS2)	Understand that some things are beyond individual control.	The Float Away zone explicitly teaches this distinction.
RSE / PSHE (KS2)	Develop resilience and coping strategies.	Repeated use builds the habit of separating controllable from uncontrollable.

SEMH Framework Alignment

SEMH Area	How Zephyr Supports It
Self-awareness	Children identify what is weighing on them and name specific worries.

Emotional regulation	The sorting process externalises worries and creates cognitive distance.
Anxiety management	The Float Away zone validates releasing what cannot be controlled — a core CBT technique.
Resilience	Repeated use builds the mental habit of active coping over passive worry.
Agency & self-efficacy	The Fix It zone reinforces that some things are within the child's power to change.
Perspective-taking	Children learn to distinguish between what they can and cannot influence.

SEND Applications

Zephyr is particularly effective for children with SEND needs due to its structured, visual, low-pressure format. Key features for SEND learners:

Feature	SEND Benefit
Structured & predictable	Same experience every time — reduces anxiety for autistic learners.
Visual & concrete	Clear categories rather than abstract emotional concepts.
Choice-based	Most activities require only tapping — no typing required.
No time pressure	Children work at their own pace with no countdown or urgency.
No social interaction	Fully private — no pressure to share with peers or adults.
Voice support (coming soon)	Will read everything aloud for non-readers and children with dyslexia.

Ofsted Wellbeing Agenda

Zephyr supports schools in evidencing their approach to pupil wellbeing under Ofsted's Education Inspection Framework, particularly in the Personal Development judgement area.

Ofsted Focus Area	How Zephyr Contributes
Mental health & wellbeing provision	A structured, evidenced-based tool available to all pupils — free, with no IT setup.
Personal development	Builds emotional literacy, self-awareness, and coping strategies.
PSHE quality & impact	Provides a practical tool that extends PSHE learning beyond the classroom.
Inclusion & SEND	Accessible format designed to work for all learners, including those with SEND needs.
Pupil voice	Children make their own decisions in each session — agency is central to the design.

Suggested Classroom Use

Setting	Suggested Use	Duration
Form time / Registration	Weekly worry-sorting session — students use independently or in pairs.	5 mins
PSHE lesson	Full session with group discussion — use summary screen as discussion prompt	15-20 mins
Pastoral / 1:1 support	Use with individual students as a starting point for a pastoral conversation.	10 mins

Pre-exam / Assessment	Worry-sorting before tests or important events to reduce anxiety.	5 mins
SEND / nurture groups	Small group or 1:1 use with SENCO or TA support.	10-15 mins
Assembly / Wellbeing week	Introduce the concept to whole year group — share zephyrcloudlab.co.uk .	5 mins