

# storybrook

## Personal, Social and Emotional Development (PSED) Curriculum



## 1. PSED Curriculum Vision

At Storyybrook, we believe Personal, Social and Emotional Development is central to helping pupils feel safe, understood, valued and ready to learn. PSED supports pupils in developing emotional literacy, resilience, relationships, self-awareness and independence so they can successfully engage with school and the wider world.

**PSED teaching is designed to ensure pupils:**

- develop emotional understanding and regulation
- build positive relationships
- understand themselves and others
- communicate feelings appropriately
- develop resilience and confidence
- make safe and healthy choices
- understand responsibility, belonging and community

**Within our specialist SEMH context, PSED provides opportunities for:**

- emotional regulation and co-regulation
- self-expression and reflection
- developing trust and belonging
- strengthening communication skills
- building confidence and self-esteem
- promoting independence and readiness for life

Learning is ambitious, adaptive and carefully sequenced so pupils progressively know more, remember more and can do more over time.

## 2. Intent

At Storyybrook pupils will:

**Know**

- substantive personal, social and emotional knowledge
- emotional and social vocabulary
- strategies for regulation, communication and relationships
- how wellbeing, safety and healthy choices support everyday life

**Understand**

- emotions, relationships and behaviour
- how actions affect themselves and others
- how people experience and express emotions differently
- how belonging, identity and community support wellbeing



## Apply

- emotional regulation and reflection skills
- communication and relationship skills
- problem solving and decision-making
- self-awareness and resilience
- respectful interaction and collaboration

## 3. Implementation

### **PSED is implemented through:**

- Carefully sequenced units
- Learning is organised through thematic units and revisited across phases.

### **Personal and Emotional Development**

#### **Pupils progressively develop personal and emotional understanding through:**

recognise → regulate → relate → reflect → repair → apply

### **Retrieval**

#### **Pupils revisit:**

- prior knowledge
- vocabulary
- emotions and strategies
- misconceptions
- previously taught personal, social and emotional understanding

### **Vocabulary**

#### **Vocabulary is explicitly taught through:**

- Tier 1 language
- Tier 2 language
- Tier 3 emotional and social vocabulary

### **Reading**

#### **Pupils explore:**

- stories and scenarios
- reflection activities
- wellbeing texts
- discussions and role play
- visual prompts
- biographies and real-life experiences



- PSHE and wellbeing resources

## Adaptive Teaching

Learning may include:

- structured routines
- visual supports
- emotion coaching
- role play and modelling
- oral rehearsal
- vocabulary pre-teaching
- sensory and regulation opportunities
- restorative discussion

## 4. Impact

Leaders evaluate impact through:

Monitoring activity	Evidence
Learning walks	emotional language, relationships and engagement
Pupil voice	confidence, belonging and self-awareness
Assessment information	progress and emotional development
Retrieval activities	long-term retention
Reflection activities	understanding and application
Vocabulary reviews	emotional and social language use
Behaviour and wellbeing information	regulation, participation and relationships

Within the specialist SEMH context:

Improved attendance, emotional regulation, engagement and participation are considered important indicators of curriculum impact.

## 5. How PSED Progresses at Storybrook

Phase	Knowledge	Personal & Emotional Development	Reflective Thinking
KS1	recognise emotions, relationships and routines	identify and communicate feelings	identify → respond
LKS2	investigate emotions, wellbeing and relationships	regulate and reflect	investigate → explain
UKS2	analyse choices, relationships and responsibilities	evaluate and apply strategies independently	analyse → justify → evaluate



## PSED Knowledge Progression Overview

Strand	KS1	LKS2	UKS2
Emotional Literacy	recognise and name emotions	explain emotions and triggers	analyse emotional responses and strategies
Relationships	build friendships and communication	understand teamwork and conflict resolution	evaluate relationships and responsibilities
Self-Regulation	identify calming strategies	apply regulation strategies independently	evaluate and refine regulation approaches
Wellbeing	recognise healthy choices and routines	understand physical and emotional wellbeing	evaluate lifestyle, wellbeing and safety
Identity & Belonging	understand self and community	explore diversity and belonging	analyse identity, values and perspectives
Reflection & Responsibility	reflect on behaviour and choices	explain consequences and repair	justify decisions and evaluate impact

## PSED Progression Principles

PSED learning at Storybrook is designed so that pupils:

- revisit prior learning through retrieval opportunities
- develop increasingly sophisticated emotional and social vocabulary
- move from recognising and responding towards reflection and evaluation
- communicate feelings, ideas and viewpoints respectfully
- increasingly understand themselves, others and the wider world

## 6. Personal and Emotional Development Progression

KS1	LKS2	UKS2
Recognise and communicate emotions	Apply regulation and relationship strategies	Evaluate choices and apply strategies independently
Build positive relationships	Reflect on behaviour and impact	Analyse relationships and responsibilities
Ask for help and support	Explain emotions and viewpoints	Justify decisions and evaluate outcomes
Develop routines and independence	Develop resilience and self-awareness	Demonstrate increasing independence and reflection

Pupils revisit and increasingly apply these personal and emotional skills across all phases and contexts.



### 7. PSED Disciplinary Progression

KS1	LKS2	UKS2
Learners recognise, communicate and respond	Learners regulate, reflect and explain	Learners analyse, evaluate and apply strategies independently

### 8. Reading in PSED

Phase	Reading focus
KS1	stories, emotions, visual prompts and simple wellbeing texts
LKS2	scenarios, reflection texts and relationship discussions
UKS2	viewpoints, wellbeing information and reflective interpretation





## 9. PSED Coverage by Unit

Uniquely Me / All You Need is Love (KS1)	Wise Words / Believe it or Not (KS1)	Fit for Life / Healthy Me (KS1-LKS2)	Sustain / Protect Our Planet (LKS2-UKS2)	Healthy Futures (UKS2)
<b>Delivery Focus</b> Identity, belonging and positive relationships	<b>Delivery Focus</b> Choices, behaviour and communication	<b>Delivery Focus</b> Health, wellbeing and self-care	<b>Delivery Focus</b> Responsibility, community and global citizenship	<b>Delivery Focus</b> Independence, wellbeing and future readiness
<b>National Curriculum Links</b> understand relationships and belonging recognise emotions and feelings develop confidence and self-awareness	<b>National Curriculum Links</b> understand rules and responsibility communicate respectfully develop self-awareness	<b>National Curriculum Links</b> understand healthy lifestyles recognise physical and emotional wellbeing develop self-care strategies	<b>National Curriculum Links</b> understand responsibility and community develop respect for others and the environment understand belonging and contribution	<b>National Curriculum Links</b> understand physical and emotional wellbeing recognise healthy relationships and choices develop independence and responsibility
<b>Personal and Emotional Development Focus</b> identify emotions communicate feelings build positive relationships	<b>Personal and Emotional Development Focus</b> recognise choices and consequences reflect on behaviour communicate ideas respectfully	<b>Personal and Emotional Development Focus</b> identify healthy choices apply wellbeing strategies reflect on routines and self-care	<b>Personal and Emotional Development Focus</b> reflect on responsibility evaluate actions and impact develop empathy and understanding	<b>Personal and Emotional Development Focus</b> apply regulation strategies independently evaluate wellbeing choices reflect on future goals and responsibilities
<b>Reading Focus</b> stories visual prompts wellbeing texts	<b>Reading Focus</b> stories scenarios reflection prompts	<b>Reading Focus</b> wellbeing texts information resources reflection activities	<b>Reading Focus</b> scenarios viewpoints wellbeing and environmental texts	<b>Reading Focus</b> wellbeing information reflection texts scenarios and viewpoints
<b>Vocabulary</b> emotion belonging kindness friendship	<b>Vocabulary</b> respect choice behaviour responsibility	<b>Vocabulary</b> wellbeing healthy routine self-care	<b>Vocabulary</b> responsibility community empathy citizenship	<b>Vocabulary</b> resilience independence wellbeing responsibility
<b>Assessment Opportunities</b> communicate emotions identify positive relationships reflect on belonging	<b>Assessment Opportunities</b> explain choices identify consequences communicate respectfully	<b>Assessment Opportunities</b> explain healthy choices identify wellbeing strategies reflect on self-care	<b>Assessment Opportunities</b> explain responsibilities justify viewpoints evaluate actions and impact	<b>Assessment Opportunities</b> evaluate choices justify strategies reflect on goals and wellbeing





<b>Adaptive Teaching</b> emotion coaching visual supports structured discussion	<b>Adaptive Teaching</b> role play modelling restorative discussion	<b>Adaptive Teaching</b> visual sequencing structured routines practical activities	<b>Adaptive Teaching</b> restorative discussion structured reflection visual prompts	<b>Adaptive Teaching</b> guided reflection structured discussion personalised support
--	--	--	---	--

National Curriculum Strand	KS1 Cycle 1	KS1 Cycle 2	LKS2 Cycle 1	LKS2 Cycle 2	UKS2 Cycle 1	UKS2 Cycle 2
Relationships	Uniquely Me	All You Need Is Love	Healthy Me	Protect Our Planet	Healthy Futures	Healthy Futures
Health and Wellbeing	Uniquely Me	Fit for Life	Healthy Me	Protect Our Planet	Healthy Futures	Healthy Futures
Living in the Wider World	Round About Winkfield	Discover New Zealand	Passport to Europe	Passport to South America	The Great British Isles	Our Changing World
SMSC and British Values	Shabbat	Wise Words	Easter Journeys	Christmas Around the World	Easter Reflections	Our Changing World
Personal Development and Independence	Jack's Amazing Adventure	The Lonely Beast	Tremors	Sparks and Flames	Forces in Action	Healthy Futures

## 10. Assessment in PSED

Formative assessment	Summative assessment
retrieval quizzes	end-of-unit outcomes
questioning	teacher assessment and professional judgement
vocabulary checks	TrackAble outcomes
observations of discussion and interaction	pupil application tasks
reflection activities	personal and emotional development outcomes
restorative and reflective conversations	application of wellbeing and relationship strategies





## Assessment Principles in PSED

PSED assessment at Storybrook is designed to ensure pupils progressively develop:

- substantive personal, social and emotional knowledge
- emotional and social vocabulary
- self-regulation and reflection skills
- communication and relationship skills
- the ability to apply strategies for wellbeing, resilience and independence

Assessment opportunities may include:

- discussion and oral reflection
- retrieval activities
- role play and scenarios
- reflective responses
- collaborative activities
- wellbeing and relationship discussions

Assessment supports pupils in moving progressively from:

KS1: identify → respond



LKS2: regulate → reflect



UKS2: analyse → justify → evaluate

Within the specialist SEMH context, assessment approaches are adaptive, supportive and designed to allow pupils to demonstrate understanding through verbal, reflective and relational outcomes.





## **11. PSED Assurance Statement**

The Storyybrook PSED Curriculum provides full coverage of personal, social and emotional development whilst ensuring learning remains ambitious, adaptive and meaningful within a specialist SEMH context. Pupils progressively develop substantive knowledge, emotional understanding and reflective skills through increasingly sophisticated self-awareness, regulation, communication and evaluation. This prepares pupils to build positive relationships, manage emotions effectively and become confident, resilient and reflective individuals.

