Belonging and wellbeing

Direct references to belonging and wellbeing throughout the EYFS Profile and National Curriculum are provided below. These include the general introduction to the National Curriculum, as well as content within individual subjects and schemes of work. Only links directly connected to belonging and wellbeing have been included, although additional references may be found within other learning outcomes and wider pedagogical approaches.

Relevant links have also been collated from the Department of Education's final report of the Curriculum and Assessment Review (CAR) to highlight national-level perspectives. These are likely to influence the focus of the new curriculum, expected in Spring 2027.

Area of curriculum	Documentary support	What the document says
The Curriculum and Assessment Review	Curriculum and Assessment Review final report: Building a world-class curriculum for all	**Physical Education** We recommend that the government: Redrafts the purpose of study for PE, retaining the importance of competitive sports, but clarifying the significance of providing all pupils with opportunities to learn in a physical environment and emphasising its physical, social, cognitive and emotional benefits that complement and enhance overall academic performance and general wellbeing. (p. 187) **Digital literacy** There are also significant concerns about the misuse of online technologies and its impact on young people's wellbeing. (p. 37) Screen time: impacts on education and wellbeing - Education Committee N.B. Belonging is not mentioned within the CAR.
The Government's response to the Curriculum and Assessment review	Government response to the Curriculum and Assessment Review	We are legislating through the Children's Wellbeing and Schools Bill so that academies will be required to teach the refreshed national curriculum alongside maintained schools. (p. 20) We will support teachers to better understand pupils' needs and how they can support social and emotional development both through their everyday interactions and through teaching of mental wellbeing content in RSHE such as resilience. (p. 27)

		We welcome the Review's recommendations to strengthen the national curriculum for PE, recognising its role in supporting pupils' wellbeing and educational outcomes. (p. 35) We are targeting £132.5 million of Dormant Assets funding to support the provision of services, facilities, or opportunities to meet the needs of young people, particularly those from disadvantaged and underrepresented backgrounds. This will include work within and in partnership with schools, including funding to guarantee a library for all primary schools by the end of this parliament. More broadly, this funding will increase disadvantaged young people's access to enrichment opportunities in the arts, culture, sports and wider youth services, aimed at improving wellbeing and employability. (p. 41) N.B. Belonging is not mentioned within the response.
	Early Years Foundation Stage Statutory Framework, GOV.UK	Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. (p. 10) Children need to build an attachment with their key person for their confidence and well-being. (p. 17) Providers must ensure that staff have sufficient understanding and use of English to ensure the well-being of children in their care. (p. 30) Providers must not give or threaten corporal punishment or any punishment which could negatively affect a child's well-being. (p.36) N.B. Belonging is not mentioned within EYFS Framework
	The national curriculum in England - Framework document (publishing.service.gov.uk)	The term 'well-being' is not mentioned in the National Curriculum (beyond the meaning of the word in SPAG guidance) and in Design and Technology opening page: 'High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.' (p. 180) N.B. Belonging is not mentioned within the National Curriculum
New Ofsted framework	State-funded school inspection toolkit version 1.1	In gathering evidence about the well-being and welfare of children in early years, inspectors consider the extent to which: care practices meet the needs of the range of children who attend, and promote all children's sense of belonging. (p. 59)

		Belonging is also mentioned in the attendance and behaviour section, referring to when a school would need urgent improvement 'Leaders' expectations of pupils' attendance, behaviour and attitudes are not high enough. This negatively affects pupils' achievement, their enjoyment and their sense of belonging at school.' (p. 42)
		<u>The inclusion section</u> This evaluation area considers how leaders and staff identify and support: pupils who may face other barriers to their learning and/or well-being, which may include pupils who share a protected characteristic. (p. 11) Inspectors focus on gathering evidence relating to the factors that statutory and non-statutory guidance, research and inspection evidence indicate contribute most strongly to inclusion. These factors are: setting high expectations for all pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. (p. 11) In gathering evidence about identifying, assessing and meeting needs, and reducing barriers, inspectors consider the extent to which: ● leaders have established a culture in which staff understand the range of barriers that pupils may face to their learning and/or well-being, including those specific to their community and the school's context; they quickly and accurately identify pupils facing these barriers. ● leaders monitor the progress of pupils with SEND, and review adaptations and support systematically, making any necessary changes to improve their learning and/or well-being. (p. 13) In gathering evidence about supporting pupils who are known (or previously known) to children's social care, inspectors consider the extent to which: ● each looked-after child has a personal education plan and receives high-quality support to improve their learning and/or well-being

		• the designated safeguarding lead and other leaders use their knowledge of a pupil's social care status to inform decisions about promoting their welfare, such as providing additional academic support, supporting their well-being or reducing barriers to attendance (p. 14) Inclusion meets the 'expected standard' when all the following apply: • Leaders have high expectations for these pupils. Typically, the support they provide (following specialist advice if needed) reduces barriers to their learning and/or well-being. (p. 15) Inclusion meets the 'strong standard' when the 'expected standard' has been met and all the following apply: • Leaders and staff establish strategies that consistently enhance the opportunities and experiences of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. (p. 15) Inspectors may consider leaders' work in inclusion to be 'exceptional' when the 'strong standard' has been met and all the following apply: • Exceptional standards of inclusion have been sustained over time so that barriers to learning and/or well-being for pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, are reduced exceptionally well to ensure highly positive outcomes and experiences for pupils. (p .17) **<u>The curriculum and teaching section</u>** This evaluation area considers whether: • leaders design a high-quality, ambitious curriculum for all pupils (the intent), paying particular regard to disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being • leaders and staff deliver the curriculum effectively (the implementation) across all subjects, year groups and key stages

		• leaders make sure that pupils build strong foundations for accessing the curriculum and for later success, including academic achievement, good health and well-being (p. 18) Inspectors focus on gathering evidence relating to the factors that statutory and non-statutory guidance, professional standards, research and inspection evidence indicate contribute most strongly to a high-quality curriculum and teaching. These factors are: • establishing strong foundations in communication and language, reading, writing and mathematics so that pupils can access the rest of the curriculum and gain later success, including academic achievement, good health and well-being (p.18) Strategic leadership of curriculum and teaching - In gathering evidence about the strategic leadership of curriculum and teaching, inspectors consider the extent to which: • the curriculum is designed to give pupils, especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life (p. 20) In gathering evidence about an inclusive curriculum and teaching, inspectors consider the extent to which: • the school's approach to the curriculum and teaching draws explicitly on the best available evidence, including high-quality research relating to supporting disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being (p. 23) Curriculum and teaching meet the 'strong standard' when the 'expected standard' has been met and all the following apply: • The school's approach to the curriculum and teaching for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being is implemented consistently well across the school to remove barriers to achievement for these pupils. (p. 25)

		Inspectors may consider leaders' work in curriculum and teaching to be 'exceptional' when the 'strong standard' has been met and all the following apply: ● Leaders' actions have a transformational impact on the learning of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to learning and/or well-being. These pupils are now exceptionally well prepared for current and later learning, and for future success. (p. 26) **Achievement section** Achievement meets the 'strong standard' when the 'expected standard' has been met and all the following apply: ● Pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, consistently achieve well, develop detailed knowledge and skills, and produce high-quality work across the curriculum. (p. 33) Inspectors may consider leaders' work in achievement to be 'exceptional' when the 'strong standard' has been met and all the following apply: ● Leaders' actions have a transformational impact on the achievement of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. These pupils now achieve consistently high outcomes and are exceptionally well prepared for their next steps. The difference between the attainment rate of the school's disadvantaged pupils and that of all non-disadvantaged pupils nationally is far narrower over time than the difference between the attainment rate of all disadvantaged pupils nationally and that of non-disadvantaged pupils nationally. (p. 34) **Attendance and behaviour section** This evaluation area considers: ● the impact of the school's work on the attendance, behaviour and attitudes of all pupils, especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's

		social care, and those who may face other barriers to their learning and/or well-being, such as young carers (p. 36) In gathering evidence about the strategic leadership of attendance and behaviour, inspectors consider the extent to which leaders: • promote good attitudes to learning and regular attendance, especially for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being (p. 38) In gathering evidence about attendance, inspectors consider the extent to which: • pupils attend well, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, such as young carers; if this is not the case, attendance is improving towards national averages and the school's pre-pandemic levels • leaders work with parents, local authorities and other agencies, including the virtual school head, to communicate expectations about attendance and improve it; this includes any multi agency work for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being (p. 38) Attendance and behaviour meet the 'expected standard' when all the following apply: • Any reasonable adjustments or adaptations to attendance and/or behaviour strategies are timely and appropriate, including for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who face barriers to their learning and/or well-being, such as young carers. Any interventions are timely, well chosen and targeted. (p. 42) Inspectors may consider leaders' work in attendance and behaviour to be 'exceptional' when the 'strong standard' has been met and all the following apply: • Leaders' actions have a transformational impact on how well disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may

		face other barriers to their learning and/or well-being achieve and flourish across all areas of school life. (p. 44) **<u>Personal development and wellbeing section</u>** This evaluation area considers : ● whether the school promotes pupils' wider development, character and well-being, ensuring that they receive the care and support to achieve and thrive, in school and beyond (p. 45) Inspectors focus on gathering evidence relating to the factors that statutory and non-statutory guidance, research and inspection evidence indicate contribute most strongly to personal development and well-being. These factors are: ● enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support that is available (p. 45) In gathering evidence about the personal development programme, including pupils' SMSC development, inspectors consider the extent to which: ● pupils are taught to recognise online and offline risks to their well-being, such as the dangers of sharing personal information and the impact of viewing harmful content online, and risks related to criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism; they are made aware of the support available (p. 48) In gathering evidence about pastoral support, inspectors consider the extent to which: ● pastoral support is well matched to pupils' needs and targeted at those who may need extra guidance or care, or support for their emotional health or well-being; it deals with immediate issues and any underlying issues, in order to prevent problems recurring (p. 48) In gathering evidence about inclusive personal development and well-being, including pupils' SMSC development, inspectors consider the extent to which:

		• all pupils, especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, such as young carers, benefit from high-quality personal development opportunities (p. 49) Personal development and well-being meet the 'expected standard' when all the following apply: • The personal development programme is an entitlement for every pupil. Leaders track participation. They take steps to ensure that pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, for example young carers, can participate appropriately. Reasonable adjustments or adaptations are made for them. (p. 51) Personal development and well-being meet the 'strong standard' when the 'expected standard' has been met and all the following apply: • The programme of personal development is extensive and carefully tailored to the school's context and pupils' aspirations. Pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face barriers to their learning and/or well-being, participate and benefit fully. (p. 51) Inspectors may consider leaders' work in personal development and well-being to be 'exceptional' when the 'strong standard' has been met and all the following apply: • Exceptionally high standards of personal development and well-being have been sustained. Pupils feel well supported, develop consistently detailed knowledge and skills, make a strong positive contribution to the school's inclusive culture and are exceptionally well prepared for their next steps and for life beyond school. • Leaders' actions have a transformational impact on the personal development and well-being of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well being. These pupils are now able to thrive in school and beyond the school. (p. 52)

		<u>EYFS Section</u> This evaluation area considers whether: • the school meets the statutory requirements of the EYFS • the school offers a high-quality early education for children, especially disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, that gives them the knowledge and skills they need for a successful start to their education and the best chance of later success (p. 54) In gathering evidence about the leadership of early years, inspectors consider the extent to which leaders: • establish appropriate policies, procedures and practices that promote the welfare, mental health and well-being of all children (p. 56) In gathering evidence about the achievement of children in early years, inspectors consider the extent to which: • children achieve well from their starting points, including disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being (p. 57) In gathering evidence about the well-being and welfare of children in early years, inspectors consider the extent to which: • staff develop positive relationships with children to help them form secure attachments and to support their well-being and independence (p. 58) In gathering evidence about inclusive practices in early years, inspectors consider the extent to which leaders and staff: • quickly and accurately identify children who face any barriers to their learning or well-being, including disadvantaged children, those with SEND, and those who are known (or previously known) to children's social care; they consider children's different starting points and stages of development and act judiciously to reduce the barriers that these children face (p. 58)

		Early years in schools meets the 'strong standard' when the 'expected standard' has been met and all the following apply: ● Children, including disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, develop a broad vocabulary and a detailed understanding across the 7 areas of learning and development. They are exceptionally well prepared for the next stage of learning. (p. 60) Inspectors may consider leaders' work in early years to be 'exceptional' when the 'strong standard' has been met and all the following apply: ● Leaders' actions have a transformational impact on the outcomes and experiences of disadvantaged children, children with SEND, those who are known (or previously known) to children's social care, and those with other barriers to their learning and/or well-being. These children now achieve and flourish across all areas of school life. (p. 62) **<u>Leadership and governance section</u>** This evaluation area considers: ● whether leaders and those responsible for governance collectively ensure that the school's provision enables every pupil to thrive ● the commitment of leaders and those responsible for governance to raising standards of education and care to improve the lives of all pupils, especially those who are disadvantaged, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being (p. 72) Inspectors focus on gathering evidence relating to the factors that statutory and non-statutory guidance, professional standards, research and inspection evidence indicate contribute most strongly to leadership and governance. These factors are: ● the responsible body taking into account the workload and well-being of leaders and, in turn, leaders taking into account the workload and well-being of their staff (p. 72) In gathering evidence about governance, inspectors consider the extent to which governors/trustees:

		• understand their role as the responsible body, where applicable, in considering and addressing leaders' workload and well-being (p. 74) • In gathering evidence about staff well-being and workload, inspectors consider the extent to which: leaders take account of staff's well-being and make sure their workload is manageable; they do not create unnecessary burdens (p. 75) Leadership and governance meet the 'expected standard' when all the following apply: • Governors/trustees ensure that the vision, ethos and strategic direction of the school are clearly defined, take account of context, and make sure that resources, including digital technologies, are used effectively. They typically support and challenge leaders appropriately, giving due regard to leaders' and staff well-being and workload. • Leaders support staff's well-being and ensure that their workload is manageable. Leaders have systems to protect staff from bullying, unlawful discrimination, harassment and victimisation. • Leaders act in the best interest of pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. (pp. 77-8) Inspectors may consider leadership and governance to be 'exceptional' when the 'strong standard' has been met and all the following apply: • Leaders' actions have a transformational impact on the outcomes and experiences of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. These pupils achieve and thrive. (p. 79)