Personal Development Progression: Term 1

2026–27 · Knowledge, Skills & Vocabulary | Year 3 to Year 6

How to use this progression

- The progression is organised as a Year 3 to Year 6 sequence.
- Knowledge shows what pupils are expected to know; Skills show what pupils are expected to do with that knowledge; Vocabulary shows the language introduced and revisited.
- Across the curriculum, progression generally moves from naming/recognising in Year 3, through describing/explaining and applying, towards comparing, reflecting and acting with greater independence in Year 6.

Key: statements marked ◆ **Derived progression** were written to fill gaps in the original term plan. Statements marked ◆ **Statutory addition** or ◆ **Statutory amendment** were added or changed in October 2026 so that the curriculum meets the DfE statutory guidance in force from 1 September 2026. The Personal Development lead must sign off every marked statement before the markers are removed.

Week 1 · Choices, Consequences & Behaviour

Focus: Developing responsibility and linking decision-making to school values and behaviour expectations.

Area	Year 3	Year 4	Year 5	Year 6
Knowledge	• I know what a warning is and why it is given. • I know warnings give me a chance to notice my behaviour and make a better choice. • I know when a warning might happen and what I should do next.	• I know what reflection means and why it is part of the behaviour agreement. • I know consequences can affect how I feel. • I know why a consequence may sometimes feel unfair.	• I know how to judge whether my behaviour is appropriate. • I know my choices and their consequences can affect other people. • I know strategies for avoiding negative consequences, especially on the playground.	• I know that choices online can have consequences just like choices at school. • I know how to take responsibility for actions online and in the community. • I know the importance of respecting others and following rules in all settings.
Skills	• I can recognise a warning and why it is given. • I can use a warning to notice my behaviour and make a better choice. • I can respond appropriately after receiving a warning.	• I can reflect on my actions and why they happened. • I can understand how my actions affect others. • I can manage my feelings when I receive a consequence. • I can explain why a consequence might sometimes feel unfair.	• I can judge whether my behaviour is appropriate. • I can recognise how my choices and consequences affect others. • I can make choices that avoid negative consequences.	• I can recognise that online choices have consequences. • I can take responsibility for my actions outside school, including online. • I can treat people respectfully and follow rules in different settings.
Vocabulary	Choice, Warning, Behaviour, Rule, Change, Fair	Reflection, Consequence, Fairness, Feelings, Responsibility, Apology	Behaviour, Decision, Impact, Respect, Empathy, Consequence	Responsibility, Internet, Consequence, Digital footprint, Privacy, Respect

Week 2 · Rights & Responsibilities

Focus: Understanding how rules and laws protect rights and maintain fairness in everyday life, the community and the wider world.

Area	Year 3	Year 4	Year 5	Year 6
Knowledge	• I know how my rights affect my everyday life. • I know what responsibilities I have now. • I know what can happen if I do not take responsibility.	• I know how my rights affect community life. • I know responsibilities I have in my community. • I know how responsibility can make a positive difference.	• I know choices can affect my own rights and the rights of others. • I know which responsibilities I should take seriously. • I know why responsible choices matter every day.	• I know my rights are connected to people around the world. • I know my responsibilities as a global citizen. • I know rights not being respected can cause harm and inequality.
Skills	• I can explain how my rights affect everyday life. • I can identify my current responsibilities. • I can explain how I can carry out my responsibilities. • I can explain possible consequences of not taking responsibility.	• I can explain how rights affect community life. • I can identify responsibilities in my community. • I can describe how I can make a positive difference. • I can explain what may happen if people do not take responsibility.	• I can explain how choices affect rights. • I can identify important responsibilities. • I can make responsible choices and explain likely consequences.	• I can explain how rights can affect people around the world. • I can describe my responsibilities as a global citizen. • I can explain how my choices can help others. • I can explain what can happen when rights are not respected.
Vocabulary	Rights, Responsibilities, Choices, Consequences, Respect	Community, Citizenship, Responsibility, Equality, Cooperation	Choices, Consequences, Rights, Responsibility, Accountability	Global citizen, Human rights, Equality, Diversity, Tolerance

Weeks 3-4 · British Values

Focus: Building from simple definitions towards applying democracy, rule of law, liberty, mutual respect and tolerance to society.

Area	Year 3	Year 4	Year 5	Year 6
Knowledge	• I know democracy means people can vote to make choices. • I know rules help keep people safe and fair. • I know people can make some of their own choices. • I know people may have different beliefs and this is okay.	• I know democracy gives people a voice and a vote. • I know laws and rules help communities work safely and fairly. • I know individual liberty means making choices without harming others. • I know respect includes listening to other people's ideas. • I know different religions, beliefs and cultures should be respected.	• I know democracy allows influence through voting and discussion. • I know the rule of law means everyone must follow the same laws. • I know liberty includes responsible expression and choice. • I know mutual respect means valuing people with different opinions. • I know tolerance involves understanding different backgrounds and beliefs.	• I know democracy allows citizens to choose leaders and influence societal decisions. • I know equal application of laws supports fairness. • I know rights and freedoms exist within the law. • I know mutual respect supports fairness and cooperation. • I know tolerance values diversity in modern Britain.
Skills	• I can explain that democracy involves voting. • I can follow rules and explain why they are important. • I can make choices while recognising others can too. • I can show respect by listening and being kind. • I can recognise different beliefs and opinions.	• I can explain how voting helps groups make fair decisions. • I can describe why rules and laws keep people safe and fair. • I can make responsible choices that do not harm others. • I can listen to different ideas and viewpoints. • I can explain why different beliefs and cultures should be respected.	• I can explain how democracy works in school or society. • I can describe how the rule of law maintains fairness and order. • I can explain how liberty allows responsible expression. • I can show mutual respect when I disagree. • I can explain why tolerance is important in modern Britain.	• I can explain how democracy allows people to influence society. • I can discuss why laws applying equally matters. • I can explain how rights and freedoms come with responsibilities. • I can consider different perspectives respectfully. • I can reflect on how tolerance and respect support an inclusive society.
Vocabulary	Vote, Rules, Choice, Respect, Different	Democracy, Laws, Freedom, Respectful, Beliefs	Democracy, Rule of Law, Liberty, Mutual Respect, Tolerance	Democracy, Justice, Rights, Equality, Diversity

Weeks 5-6 · Equality, Diversity & Protected Characteristics

Focus: Moving from fairness and difference towards understanding discrimination, bias, prejudice and the protective purpose of the Equality Act.

Area	Year 3	Year 4	Year 5	Year 6
Knowledge	• I know people can be different and should be treated fairly and with respect. • I know equality means treating people fairly.	• I know the protected characteristics and can describe what they mean. • I know people have different identities and backgrounds.	• I know protected characteristics help people feel safe, included and respected. • I know stereotypes and bias can contribute to unfair treatment.	• I know protected characteristics help protect people from discrimination. • I know equality is supported through legal protection.
Skills	• I can name some protected characteristics. • I can recognise that everyone should be treated fairly and respectfully.	• I can identify the protected characteristics and describe them. • I can use respectful language when discussing differences.	• I can explain why protected characteristics matter for inclusion and fairness. • I can recognise examples of stereotype or bias.	• I can explain how protected characteristics help prevent discrimination and promote equality. • I can discuss how prejudice and discrimination can affect people.
Vocabulary	Fair, Respect, Kindness, Different, Equal	Equality, Diversity, Protected, Identity, Respectful, Discrimination	Protected Characteristics, Stereotype, Bias, Diversity, Inclusion	Discrimination, Prejudice, Equality Act, Protected Characteristics, Inclusion, Diversity

Week 7 · Managing My Feelings & Giving Me Space

Focus: Developing emotional awareness, personal boundaries, self-regulation and responsibility for expressing feelings safely.

Area	Year 3	Year 4	Year 5	Year 6
Knowledge	• I know different feelings such as happy, sad, angry and calm. • I know personal boundaries are important. • I know feelings can have triggers. • I know keeping feelings inside can affect how I feel and behave.	• I know how to recognise and decide on personal boundaries. • I know what I need to feel safe and calm. • I know triggers can cause strong feelings. • I know suppressing or ignoring feelings can have effects.	• I know how to set boundaries and explain them to others. • I know strategies to manage upset, anger and discomfort. • I know triggers can affect behaviour. • I know suppressing feelings can make situations harder or cause stress.	• I know how to define and maintain boundaries. • I know effective ways to manage anger, frustration and upset. • I know how to recognise triggers and patterns. • I know safe ways to express feelings. • I know understanding what upsets me can support healthier relationships.
Skills	• I can name my feelings and boundaries. • I can say what I need when upset or angry. • I can recognise things that make me uncomfortable. • I can notice triggers and what happens when I keep feelings inside.	• I can recognise and set boundaries. • I can use strategies to feel safe and calm. • I can explain what makes me uncomfortable and what to do. • I can identify triggers. • I can explain what happens when feelings are suppressed.	• I can set and explain personal boundaries. • I can manage myself when upset, angry or uncomfortable. • I can recognise triggers and their effect on behaviour. • I can recognise how suppressing feelings affects me.	• I can maintain clear personal boundaries. • I can manage strong feelings in healthy ways. • I can recognise patterns that lead to strong emotional responses. • I can express feelings safely rather than suppressing them. • I can use self-awareness to make better choices and maintain healthy relationships.
Vocabulary	Feeling, Happy, Sad, Angry, Calm, Safe	Boundary, Trigger, Upset, Comfortable, Emotions, Express	Boundary, Trigger, Suppress, Frustration, Awareness, Reflect	Boundary, Trigger, Emotions, Suppress, Self-awareness, Coping