Personal Development Progression: Term 2

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 · Personal Boundaries, Safety & Pressure

Focus: Building from basic safety and trusted-adult knowledge towards assertive, independent responses to unwanted contact and pressure.

Area	Year 3	Year 4	Year 5	Year 6
Knowledge	• I know my body belongs to me. • I know some physical contact is okay and some is not. • I know pressure can make people do things they do not want to do. • I know I can ask a trusted adult for help.	• ◆ **Derived progression:** I know how to respond safely when an unknown adult approaches me, including online. • I know how to distinguish acceptable from unacceptable physical contact. • I know strategies for resisting unsafe or uncomfortable pressure.	• I know strategies to protect myself from unknown adults. • I know strategies to protect myself from unwanted or unsafe physical contact. • I know peer or adult pressure can affect choices and safety.	• I know how to recognise unsafe situations with unknown adults in different contexts. • I know the effects of unsafe physical contact and how to keep myself safe. • I know strategies to manage pressure in complex or online situations.
Skills	• I can ask a trusted adult for help if I feel unsure about an unknown person. • I can tell a trusted adult if someone touches me in a way that feels wrong. • I can say no and tell a trusted adult if someone pressures me.	• I can respond safely if an unknown adult approaches me in real life or online. • I can respond safely to unwanted physical contact. • I can use strategies to resist pressure from others.	• I can make safe choices when interacting with unknown adults. • I can set personal boundaries and respond assertively to unsafe contact. • I can make safe choices even when someone tries to influence me.	• I can act confidently and safely when an unknown adult makes me feel unsafe. • I can manage situations involving physical contact safely and seek help. • I can confidently manage pressure, assert myself and ask for help.
Vocabulary	Body, Space, Safe, Friend, Touch, Respect	Privacy, Secret, Boundary, Trust, Safe adult, Permission	Consent, Confidential, Responsibility, Support, Advice, Safe space	Pressure, Stranger, Online safety, Acceptable, Unacceptable, Response

Week 2 · Managing Change

Focus: Developing independence and resilience by recognising feelings, planning for change, adapting and supporting others.

Area	Year 3	Year 4	Year 5	Year 6
Knowledge	• I know change can create different emotions such as happiness, nervousness or worry. • I know small changes happen at school and home. • I know it is okay to feel unsure about change. • I know some change can be exciting or positive.	• I know everyone responds to change differently. • I know change can affect mood, behaviour and relationships. • I know planning ahead and talking to others can help. • I know preparing for change can make it easier to handle.	• I know change is a normal part of life and can lead to growth and learning. • I know change can bring challenges and opportunities. • I know staying flexible helps with unexpected changes. • I know talking to others can provide support.	• I know a range of coping strategies, including problem-solving, mindfulness and asking for help. • I know reflection on past changes can help with future changes. • I know change affects other people too. • I know adapting can build resilience and confidence.
Skills	• I can talk about how I feel when things change. • I can notice changes and explain how they make me feel. • I can ask for help or share my feelings. • I can identify positive aspects of change.	• I can recognise and explain my personal response to change. • I can describe how change affects me. • I can use strategies to manage feelings during change. • I can make a plan or routine to feel more confident.	• I can think ahead about challenges and plan how to deal with them. • I can adjust my behaviour and attitude to cope effectively. • I can seek support when change feels difficult. • I can respond positively and stay calm in challenging situations.	• I can select and apply strategies independently. • I can reflect on previous changes and use what I learned. • I can support others experiencing change. • I can demonstrate resilience by trying new things and staying positive.
Vocabulary	Change, Feeling, New, Different, Adapt, Prepare	Transition, Strategy, Adjust, Step, Plan, Support	Response, Emotion, Coping, Challenge, Manage, Reflect	Adaptation, Resilience, Strategy, Progress, Support network, Reflection

Week 3 · Family & Relationships

Focus: Building understanding of healthy family life, different family structures and relationships, towards more precise understanding of adult relationships and the law that protects people.

Area	Year 3	Year 4	Year 5	Year 6
Knowledge	• I know families provide love, security and stability. • I know healthy family life includes care, protection, commitment and shared time. • I know other children's families may look different from mine.	• ◆ **Derived progression:** I know stable, caring relationships are important for children's security. • ◆ **Statutory amendment:** I know marriage and civil partnership are formal, legally recognised commitments between two people that are intended to be lifelong. • I know I should seek help if family relationships make me feel unsafe or unhappy.	• I know different people, such as friends, relatives and acquaintances, have different roles in my life. • I know the people who care for me and how they support me. • I know common features of family life include care, support and time together. • I know it is important to report concerns to a trusted adult.	• I know there are different types of relationships, including friendships, family, romantic and online relationships. • ◆ **Statutory amendment:** I know the Equality Act 2010 protects people from discrimination because of characteristics including sex, sexual orientation and gender reassignment. • I know marriage and civil partnership are legal commitments. • I know committed relationships can involve living together or apart.
Skills	• I can talk about why family is important to me. • I can describe what makes family life healthy and supportive. • I can respect and understand different family structures.	• I can recognise and appreciate stable, caring relationships. • ◆ **Statutory amendment:** I can explain what marriage and civil partnership are and why they represent commitment. • I can seek help or advice from a trusted adult if needed.	• I can explain who supports me and how. • I can identify and describe people who care for me. • I can recognise and respect different family types. • I can report concerns if I feel unsafe, unhappy or worried.	• I can recognise and describe different relationship types. • ◆ **Statutory amendment:** I can explain that the law protects people from discrimination because of their sex, sexual orientation or gender reassignment. • I can describe what marriage and civil partnership mean. • I can recognise different ways adults can have committed relationships.
Vocabulary	Family, Home, Love, Care, Parent, Brother/Sister	Step-parent, Blended family, Foster parent, Stability, Respect, Commitment	Caring relationship, Security, Shared time, Support, Trusted adult, Role	Different family types, Happiness, Responsibility, Relationship, Friendship, Online relationships

Week 4 · Morally Brave

Focus: Moving from recognising right and wrong towards applying school and personal moral values and acting bravely when challenged.

Area	Year 3	Year 4	Year 5	Year 6
Knowledge	• I know people learn about right and wrong from family, teachers, friends, stories and experiences. • I know people and events can inspire us to do good things.	• I know the moral values of our school, including kindness, honesty, respect and fairness. • I know why these values are important for everyone.	• I know my personal moral values and how they help me decide what is right or wrong.	• ◆ **Derived progression:** I know moral challenges can require courage and that ethical decisions may involve disagreement or pressure. • I know strategies for coping with moral pressure or disagreement.
Skills	• I can recognise examples of right and wrong behaviour. • I can explain who or what helps me learn what is right.	• I can show school values in my actions and choices, even when it is not easy.	• I can explain what I believe in. • I can use my moral values to make fair and kind choices.	• I can stay true to my moral values. • I can make ethical decisions. • I can act bravely when something feels unfair or wrong.
Vocabulary	Morals, Right, Wrong, Good, Bad, Choice	Challenge, Decision, Consequence, Responsibility, Respect, Fair	Values, Inspire, Role model, Influence, Learn, Teach	School morals, Behaviour, Rules, Guideline, Community, Respect

Week 5 · Self-Awareness & Finding My Passions

Focus: Developing self-knowledge and future aspirations from recognising strengths towards challenging stereotypes and identifying pathways into careers.

Area	Year 3	Year 4	Year 5	Year 6
Knowledge	• I know everyone has different strengths and talents. • I know people do jobs to earn money. • I know about different jobs people in my community do.	• I know different jobs need different strengths, skills and interests. • I know there are many types of jobs and people can change jobs during their lifetime.	• I know stereotypes can affect what people think they can do. • I know everyone should have equal opportunities in work. • I know career choices can be influenced by interests, family, money and values. • I know what voluntary work is and why people do it.	• I know teamwork, communication and negotiation are important for future careers. • I know there are different pathways into work, including college, apprenticeships and university.
Skills	• I can recognise my own strengths. • I can talk about jobs that interest me or that people I know do.	• I can identify positive things about myself. • I can set small goals to help achieve personal or learning outcomes.	• I can challenge stereotypes about jobs. • I can explain what might influence my own career choices.	• I can describe the kind of job I might like in the future. • I can explain the skills and steps that could help me achieve it.
Vocabulary	Career, Job, Community, Contribution, Responsibility, Earnings	Goal, Aspirations, Qualities, Experience, Progress, Opportunity	Strength, Skill, Achievement, Interest, Self-worth, Talent	Stereotype, Ambition, Voluntary work, Communication, Teamwork, Pathway

Week 6 · Spiritually Informed

Focus: Exploring religious and non-religious worldviews, comparing perspectives and reflecting on how worldviews influence choices and lives.

Area	Year 3	Year 4	Year 5	Year 6
Knowledge	• I know members of the Church of England believe in one God, follow Jesus' teachings and worship in church. • I know Hindus believe in many forms of God and follow sacred texts and festivals such as Diwali.	• I know Methodists are Christians who focus on helping others, equality and living by Jesus' example. • I know Muslims believe in one God, Allah, and follow the teachings of the Prophet Muhammad from the Qur'an.	• I know Evangelical Christians focus on a personal relationship with Jesus and sharing their faith. • I know Buddhists do not believe in a creator God and follow the Buddha's teachings towards peace and enlightenment.	• I know Catholics believe in one God, follow the Bible and the Pope's guidance, and see faith as central to life. • I know Humanists do not follow a religion and use reason, kindness and respect to live morally.
Skills	• I can describe what people from the Church of England and Hinduism believe. • I can explain one way their beliefs are different.	• I can compare Methodist and Muslim beliefs about God. • I can explain how beliefs can guide daily life.	• I can explain how Evangelical Christian and Buddhist views of life's purpose differ. • I can explain how beliefs affect behaviour.	• I can describe similarities and differences between Catholic and Humanist worldviews. • I can explain how both worldviews influence how people live and make choices.
Vocabulary	Feeling, Thought, Belief, Caring, Wonder, Respect	Values, Faith, Meaning, Reflection, Gratitude, Compassion	Conscience, Purpose, Awareness, Mindfulness, Empathy, Spirituality	Self-reflection, Ethics, Transcendence, Interconnectedness, Inner peace, Spiritually informed