Personal Development Progression: Term 4

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, evaluating, 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.

- Term 4 contains three progression strands: Building Positive Relationships (RSE), British Values and Equality & Diversity/Protected Characteristics.
- The British Values and Equality & Diversity strands revisit the same explicit Year 3 to Year 6 progression taught in Term 1.

Weeks 1-2 · Building positive relationships (RSE)

Focus: Developing respectful, caring and supportive friendships, including privacy, inclusion, peer pressure and resolving disagreements safely.

Area	Year 3	Year 4	Year 5	Year 6
Knowledge	• I know how people make friends and what makes a good friendship. • I know that friendships can sometimes cause arguments or hurt feelings. • I know that some things are private, including parts of the body covered by underwear.	• I know how to recognise when I or someone else feels lonely or excluded. • I know the importance of asking for help if a friendship makes me feel unhappy. • I know that words and actions, including online, can hurt others' feelings.	• I know how to recognise who to trust in friendships and manage peer influence. • I know that healthy friendships support wellbeing and can change over time. • I know the importance of respecting others, even when they are different. • I know what a stereotype is and that stereotypes can be unfair or harmful.	• I know it is important to respect people who are different from me. • I know that stereotypes can be unfair, negative, or harmful. • I know that words and actions, including online, can hurt others.
Skills	• I can make friends and show kindness to others. • I can use simple strategies to resolve arguments with friends positively. • I can respect my own privacy and the privacy of others.	• I can notice when someone is lonely or excluded and try to include them. • I can ask a trusted adult for help if a friendship causes worry or unhappiness. • I can use kind words and actions online and offline.	• I can make safe choices about friendships and resist negative peer pressure. • I can build positive friendships that support my wellbeing. • I can respect differences in others and challenge unfair stereotypes. • I can adapt to changing friendships and make new friends.	• I can take steps to build respectful relationships. • I can respect other people's privacy, including private parts of the body. • I can choose kind and respectful words and actions towards others.
Vocabulary	Friend, Kindness, Trust, Share, Respect, Privacy	Loyalty, Inclusion, Argument, Feelings, Help, Safe	Peer pressure, Boundaries, Stereotype, Cyberbullying, Support, Conflict	Wellbeing, Discrimination, Consent, Diversity, Online safety, Responsibility

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 that democracy means people can vote to make choices. • I know that rules help keep people safe and make things fair. • I know that everyone is free to make some of their own choices. • I know that we should treat others with kindness and respect. • I know that people may have different beliefs and that this is okay.	• I know that democracy means everyone has a voice and can vote for decisions. • I know that laws and rules help communities work fairly and safely. • I know that individual liberty means people can make choices as long as they do not harm others. • I know that showing respect means listening to and valuing other people's ideas. • I know that people can have different religions, beliefs and cultures that should be respected.	• I know that democracy allows people to influence decisions through voting and discussion. • I know that the rule of law means everyone must follow the same laws. • I know that individual liberty allows people to express their views and make personal choices responsibly. • I know that mutual respect means valuing others even when their opinions differ from mine. • I know that tolerance means understanding and accepting people from different backgrounds and beliefs.	• I know that democracy allows citizens to choose leaders and influence decisions that affect society. • I know that the rule of law ensures fairness because laws apply to everyone equally. • I know that individual liberty protects people's rights and freedoms within the law. • I know that mutual respect strengthens communities by encouraging fairness and cooperation. • I know that tolerance means recognising, respecting and valuing diversity in modern Britain.
Skills	• I can explain that democracy means people can vote to make choices. • I can follow rules in school and explain why rules are important. • I can make my own choices and understand that others can too. • I can show respect by listening to others and being kind. • I can recognise that people may have different beliefs and opinions.	• I can explain how voting helps groups make fair decisions. • I can describe why rules and laws help keep people safe and treated fairly. • I can make responsible choices that do not harm others. • I can show respect by listening to different ideas and viewpoints. • I can explain why it is important to respect people with different beliefs or cultures.	• I can explain how democracy works in school or society. • I can describe how the rule of law helps maintain fairness and order. • I can explain how individual liberty allows people to express their opinions responsibly. • I can show mutual respect even when I disagree with someone's views. • I can explain why tolerance of different faiths and beliefs is important in modern Britain.	• I can explain how democracy allows people to influence decisions in society. • I can discuss why laws apply equally to everyone and why this matters. • I can explain how rights and freedoms come with responsibilities. • I can demonstrate mutual respect by valuing and considering different perspectives. • I can reflect on how tolerance and respect help create a diverse and 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 protected characteristics, discrimination, stereotypes, bias, inclusion and equality.

Area	Year 3	Year 4	Year 5	Year 6
Knowledge	• I know that protected characteristics are things that make people unique and that everyone should be treated fairly and with respect.	• I know the protected characteristics and can describe what they mean.	• I know the protected characteristics and can explain why they are important in helping people feel safe, included and respected.	• I know the protected characteristics and can explain how they help protect people from discrimination and promote equality for everyone.
Skills	• I can name some protected characteristics and understand that everyone should be treated fairly and respectfully.	• I can identify the protected characteristics and describe what they mean.	• I can explain the protected characteristics and why they are important for inclusion, respect and fairness.	• I can explain how protected characteristics help protect people from discrimination and promote equality for everyone.
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