Personal Development Progression: Term 6

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 greater independence, reflection and responsible decision-making 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.

Mental Health and Emotional Wellbeing

Focus: Understanding feelings and developing strategies to stay calm, cope with challenges, ask for support and maintain wellbeing.

Area	Year 3	Year 4	Year 5	Year 6
Knowledge	• I know that everyone experiences different emotions, like happy, sad, angry, scared, surprised, or nervous. • I know how to talk about my feelings and use different words to describe them. • I know how to notice when I need help with my feelings. • I know how to ask for support from a trusted adult when I need it.	• I know that my feelings can affect my body and the way I behave. • I know how to notice how other people might be feeling. • I know that people don't always feel the same as each other, even in the same situation. • I know different ways I can manage big feelings and calm myself down or change my mood.	• I know that feelings can change over time and can be stronger or weaker at different times. • I know that everyday things can affect my feelings and that it's important to express them. • I know that being alone or lonely can make me feel sad, and it's important to talk to an adult about it. • I know that changes and loss, including death, can make people feel sad, and there are ways to express and manage these feelings.	• I know that everyone has feelings, that feelings can change over time, and that everyday things can affect how I feel. • I know how to notice my own feelings, talk about them, and ask for help from a trusted adult when I need it. • I know that feelings can affect my body, my behaviour, and how I respond to strong or big emotions. • I know how to notice how other people might be feeling, understand that people don't always feel the same, and use strategies to manage feelings, cope with change, and solve problems.
Skills	• I can recognise different emotions, like happy, sad, angry, scared, surprised, or nervous. • I can talk about my feelings and use different words to describe them. • I can notice when I need help with my feelings. • I can ask for support from a trusted adult when I need it.	• I can recognise how my feelings can affect my body and the way I behave. • I can notice how other people might be feeling. • I can understand that people don't always feel the same, even in the same situation. • I can use different ways to manage big feelings and calm myself down or change my mood.	• I can recognise that feelings can change over time and can be stronger or weaker at different times. • I can understand that everyday things can affect my feelings and that it's important to express them. • I can notice when I feel alone or lonely and know it's important to talk to an adult about it. • I can understand that changes and loss, including death, can make people feel sad, and I can use ways to express and manage these feelings.	• I can recognise that everyone has feelings, that feelings can change over time, and that everyday things can affect how I feel. • I can notice my own feelings, talk about them, and ask for help from a trusted adult when I need it. • I can understand that feelings can affect my body, my behaviour, and how I respond to strong emotions. • I can notice how other people might be feeling, understand that people don't always feel the same, and use strategies to manage my feelings, cope with change, and solve problems.
Vocabulary	Feelings, Happy, Sad, Angry, Calm, Help	Nervous, Surprised, Lonely, Express, Behaviour, Mood	Emotions, Strong, Weak, Strategies, Support, Change	Conflicting feelings, Mental wellbeing, Coping, Recognise, Loss, Problem-solving

First Aid

Focus: Understanding safe, responsible responses to injuries and emergencies and how to support someone until help arrives.

Area	Year 3	Year 4	Year 5	Year 6
Knowledge	• I know basic first-aid techniques for common injuries, including head injuries. • I know how to treat small cuts and grazes safely. • I know how to treat minor burns or scalds safely.	• I know how to help someone who is bleeding. • I know how to help someone who is choking. • I know how to support someone who has fainted.	• I know how to check that someone is breathing and keep them safe until help arrives. • I know how to stay calm and reassure someone who is hurt or scared. • I know how to record and report what happened during an incident safely and accurately.	• I know what is meant by first aid and basic techniques for dealing with common injuries. • I know basic first-aid concepts, including how to deal with common injuries such as head injuries.
Skills	• I can use basic first-aid techniques for common injuries, including head injuries. • I can treat small cuts and grazes safely. • I can treat minor burns or scalds safely.	• I can help someone who is bleeding. • I can help someone who is choking. • I can support someone who has fainted.	• I can check that someone is breathing and keep them safe until help arrives. • I can stay calm and reassure someone who is hurt or scared. • I can record and report what happened during an incident safely and accurately.	• I can explain what first aid means and use basic techniques for dealing with common injuries. • I can use basic first-aid concepts, including how to help with common injuries such as head injuries.
Vocabulary	First aid, Cut, Grazes, Burn, Safe, Help	Head injury, Choking, Fainted, Calm, Support, Breathing	Emergency, Reassure, Report, Accident, Minor injury, Technique	Incident, Confident, Assessment, Risk, Record, Response

Citizenship

Focus: Developing as a responsible member of society through understanding rules, responsibilities, diversity and human rights.

Area	Year 3	Year 4	Year 5	Year 6
Knowledge	• I know that rules are instructions that help keep people safe and help places run smoothly. • I know that different places (school, home, playground) may have different rules. • I know that rules and laws are there to keep people safe and treated fairly. • I know that there can be consequences if rules or laws are not followed.	• I know that different living things need food, water, shelter and care to survive. • I know that people have responsibilities to look after animals, plants and each other. • I know that people share responsibility for protecting the environment. • I know that actions such as reducing waste, reusing items and recycling can help protect the planet.	• I know that people can be similar in some ways and different in others, and that these differences make everyone unique. • I know that diversity means people from different backgrounds, cultures and beliefs living together, and that this can make communities stronger and more interesting. • I know that stereotypes are unfair assumptions about groups of people and can negatively influence how people think and behave towards others. • I know that prejudice means judging someone unfairly, and I know ways to recognise and respond to discrimination if I see or experience it.	• I know that human rights are basic rights and freedoms that belong to every person. • I know that human rights exist to protect people's safety, dignity and freedom. • I know that human rights apply to everyone, no matter who they are or where they come from.
Skills	• I can explain why rules help keep people safe and help places run smoothly. • I can recognise that different places such as school, home and the playground have different rules. • I can explain how rules and laws help keep people safe and ensure fairness. • I can describe what might happen if rules or laws are not followed.	• I can explain the basic needs that different living things need to survive. • I can show responsibility by caring for animals, plants and other people. • I can describe ways people can help protect the environment. • I can make choices such as reducing waste, reusing items and recycling to help care for the planet.	• I can recognise ways that people are similar and different and respect those differences. • I can explain why living in a diverse community is positive. • I can recognise stereotypes and explain why they are unfair. • I can recognise prejudice or discrimination and explain ways to respond to it.	• I can explain what human rights are and why they are important. • I can describe how human rights help protect people's safety, dignity and freedom. • I can recognise that human rights belong to everyone equally.
Vocabulary	Rule, Safe, Care, Same, Fair	Responsibility, Law, Environment, Different, Respect	Rights, Stereotype, Diversity, Consequence, Protect	Prejudice, Equality, Liberty, Discrimination, Human Rights

Life Skills

Focus: Developing practical independence, responsibility, teamwork, self-care and organisation for everyday life.

Area	Year 3	Year 4	Year 5	Year 6
Knowledge	• I know that looking after my belongings shows responsibility and respect. • I know that respecting myself includes taking care of my body, mind and belongings. • I know that using resources carefully helps them last longer and benefits everyone.	• I know that working with others requires listening and sharing ideas. • I know that collaborating helps teams achieve more than working alone. • I know that being a good team member includes supporting and respecting others.	• I know that taking care of my appearance shows self-respect and confidence. • I know that being neat and organised helps me feel ready to learn. • I know that personal hygiene and appropriate clothing are important for health and wellbeing.	• I know that planning my day helps me complete tasks on time. • I know that being organised with my resources helps me work efficiently. • I know that managing my time well can reduce stress and help me achieve my goals.
Skills	• I can take care of my belongings and make sure they are not lost or damaged. • I can show respect for myself by ma 9king healthy and safe choices. • I can use resources carefully so that they last longer and everyone can benefit.	• I can listen to others and share my ideas when working in a team. • I can cooperate with others to complete tasks successfully. • I can support my team members and show respect for their opinions.	• I can take care of my personal hygiene and clothing. • I can present myself neatly and appropriately for school or other activities. • I can take pride in my appearance and feel confident in myself.	• I can plan my day and complete tasks on time. • I can organise my resources so that I am ready to learn and work efficiently. • I can manage my time well to achieve my goals and reduce stress.
Vocabulary	Responsibility, Respect, Belongings, Care, Resources	Teamwork, Collaboration, Listen, Support, Cooperation	Hygiene, Neat, Appearance, Confidence, Present	Plan, Organise, Time, Efficient, Goal

Money Sense

Focus: Making sensible financial choices about earning, saving, spending and managing money, while understanding safety and wellbeing risks.

Area	Year 3	Year 4	Year 5	Year 6
Knowledge	• I know that people make different choices about how to spend and save money. • I know that saving money can help people achieve goals or buy things in the future. • I know that needs are things people must have to live, while wants are things people would like to have. • I know that sometimes people cannot have everything they want, so they must make choices.	• I know that money needs to be looked after to keep it safe. • I know that there are different ways to save and protect money. • I know that people can pay for things in different ways, such as cash, card, or online. • I know that people make choices about how they pay depending on what is most convenient or safe.	• I know that people have different attitudes towards saving and spending money and that many things influence their decisions. • I know what it means for something to be "good value for money." • I know that the way people spend money can affect other people and the environment. • I know that people make spending choices based on their priorities, needs, and wants. • ◆ **Statutory addition:** I know that online games can encourage spending, for example through in-game purchases, and that scams and fraud try to trick people out of money or information.	• I know that money can affect people's feelings and emotions, such as happiness, stress, or worry. • I know that gambling can be risky and that people can lose or win money, which can affect their health and future goals. • I know that there are different ways to keep track of money, such as budgeting, bank accounts, or records. • I know that money can be lost, stolen, or misused, and I know ways to keep it safe.
Skills	• I can make choices about how to spend and save my money. • I can save money to help me achieve goals or buy things in the future. • I can identify the difference between needs (things I must have) and wants (things I would like). • I can make decisions when I cannot have everything I want.	• I can look after my money to keep it safe. • I can use different ways to save and protect my money. • I can choose how to pay for things, such as cash, card, or online. • I can make decisions about which way to pay depending on what is safe and convenient.	• I can recognise that people have different attitudes towards saving and spending money. • I can decide if something is good value for money. • I can explain how the way I spend money can affect others and the environment. • I can make spending choices based on my priorities, needs, and wants. • ◆ **Statutory addition:** I can recognise pressure to spend money in games and spot signs of a scam, and I know to check with a trusted adult.	• I can recognise how money can affect my feelings and emotions. • I can explain the risks of gambling and understand how it can impact my health and future. • I can keep track of my money using tools like budgets, accounts, or records. • I can take steps to keep my money safe and avoid losing or misusing it
Vocabulary	Money, Spending, Saving, Needs, Wants, Goals	Money, Safe, Saving, Payment, Cash, Card, Online	Good value, Priorities, Environment, Fair trade, Spending choices, In-game purchase, Scam, Fraud	Budget, Gambling, Financial safety, Emotions, Money risks, Records