Personal Development Progression: Term 3

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 3 contains four progression strands: Socially Confident, Positive Communication, Social Safety and Online Safety.
- The Social Safety strand deliberately moves through different safety contexts across the year groups: roads in Year 3, fire safety in Year 4, social media and household safety in Year 5, and water/emergency risk in Year 6.

Week 1 · Socially confident

Focus: Developing self-awareness, positive friendships, confidence and respectful relationships.

Area	Year 3	Year 4	Year 5	Year 6
Knowledge	• I know what it means to be a good friend, such as sharing, listening, and being kind. • I know some of my positive qualities. • I know that friends can support me in different ways.	• ◆ **Derived progression:** I know friendships are strengthened by sharing, listening, kindness and recognising what others need.	• I know that friendships can have challenges, and that good friends respect boundaries and feelings. • I know what I need emotionally and socially from my friends.	• ◆ **Derived progression:** I know self-awareness, clear boundaries and understanding my own needs help me build healthy, supportive friendships.
Skills	• I can describe what makes me a good friend. • I can recognise what I like about myself. • I can tell a friend what I need from them.	• I can identify my positive qualities and explain how they help me be a good friend. • I can ask my friends for support when I need it.	• I can reflect on my friendships and make choices that strengthen them. • I can communicate my needs clearly and respectfully to friends.	• I can show empathy and respect in my friendships. • I can balance my needs with those of others and maintain positive, supportive relationships.
Vocabulary	kind, helpful, share, listen, caring, polite	support, honest, patient, caring, trust, include	empathy, reliable, considerate, encourage, respect, loyal	accountable, reflective, dependable, trustworthy, compassionate, adaptable

Week 2 · Positive communication

Focus: Developing clear, kind and respectful communication, cooperation and confidence.

Area	Year 3	Year 4	Year 5	Year 6
Knowledge	• I know how to treat myself and others with respect. • I know how to be polite and courteous. • I know that everyone is similar in some ways and different in others.	• I know the importance of listening to others and cooperating in play and work. • I know that sharing opinions respectfully is important.	• I know that my personal behaviour can affect other people positively or negatively. • I know about rules and age restrictions that keep me safe.	• I know how to listen and respond respectfully to people from different traditions, beliefs, and lifestyles. • I know how to discuss and debate topical issues respectfully, valuing others' opinions and constructively challenging disagreement.
Skills	• I can show respect and politeness in my actions and words. • I can recognise and appreciate similarities and differences between myself and others.	• I can listen carefully and work or play cooperatively with others. • I can express my ideas and opinions clearly and respectfully.	• I can consider how my actions affect others and make responsible choices. • I can follow rules and understand why they are important for safety.	• I can engage respectfully with people whose beliefs or lifestyles are different from mine. • I can participate in discussions, listen to different viewpoints, and respond respectfully, even when I disagree.
Vocabulary	Talk, Listen, Kind, Share, Help, Polite	Respect, Explain, Friendly, Understand, Encourage, Teamwork	Cooperation, Clarify, Feedback, Support, Empathy, Confident	Dialogue, Debate, Negotiation, Constructive, Persuasion, Positive communication

Week 3 · Social Safety

Focus: Developing safe decision-making and understanding how to reduce risk and seek help in social and everyday situations.

Area	Year 3	Year 4	Year 5	Year 6
Knowledge	• I know the rules for crossing roads safely, including using zebra crossings and traffic lights. • I know the risks of different road environments, such as busy streets, residential areas, and unfamiliar routes. • I know how to assess hazards and make safe choices when near roads.	• I know basic fire safety rules, such as not playing with matches or lighters. • I know that some electrical appliances can be dangerous if used incorrectly. • I know how to stay safe in familiar and unfamiliar environments, including roads.	• I know why it is important to follow regulations and age restrictions (e.g., on social media, films, and games) to keep myself safe. • I know how to keep personal information private online and what to do if something online worries me. • I know that household products, including medicines, can be harmful if misused.	• I know how to keep myself safe around water. • I know how to predict and assess risk in different situations. • I know what to do if there is an accident and someone is hurt. • ◆ **Statutory addition:** I know how to keep safe near railways and level crossings.
Skills	• I can cross roads safely by looking, listening, and thinking before I step onto the road. • I can recognise potential dangers on familiar and unfamiliar roads. • I can plan and act safely to reduce risk when walking, cycling, or travelling near roads.	• I can avoid fire risks and electrical hazards at home. • I can cross roads safely and follow basic road safety rules. • I can recognise safe and unsafe areas in my environment.	• I can follow safety rules and age restrictions to protect myself. • I can manage online safety, including refusing to share personal information and reporting concerns. • I can use household products safely and recognise potential dangers.	• I can act safely near water and recognise potential hazards. • I can identify risks and make safe choices in new situations. • I can respond appropriately if someone is hurt and ask for help. • ◆ **Statutory addition:** I can recognise the dangers near railway lines and level crossings and act safely.
Vocabulary	Pedestrian, Zebra crossing, Traffic lights, Helmet, Seatbelt, Road sign	Flammable, Smoke alarm, Evacuation, Fire extinguisher, Hazard, Emergency exit	Profile, Privacy, Post, Comment, Friend request, Block	Lifebuoy, Lifeguard, Drowning, Swimming pool, Current, Floatation device, Railway, Level crossing

Week 4 & 5 · Online Safety

Focus: Developing online safety, privacy, critical thinking and responsible digital behaviour.

Area	Year 3	Year 4	Year 5	Year 6
Knowledge	• I know the basic rules for keeping safe online. • I know that I should ask for permission in some situations and that my permission should also be sought. • I know that people online may behave differently and sometimes pretend to be someone else.	• I know basic techniques for resisting pressure to do something I don't want to do online or in person. • I know that online relationships should follow the same rules as face-to-face relationships, including respect for others. • I know that some online content or contact can be harmful and how to report it.	• I know how to critically consider online friendships and information sources. • I know that online information may not always be reliable and that I need to check before trusting it. • I know how my actions online can affect others and the importance of keeping personal information private. • ◆ **Statutory addition:** I know why privacy and location settings matter for protecting my information online.	• I know how information is ranked, selected, and targeted online, including on search engines and social media. • I know that connected devices can share information and that data can be used for commercial purposes. • I know how to be a discerning consumer of digital information and understand online privacy risks. • ◆ **Statutory addition:** I know that no one should pressure me to share images or information online, and that I can say no and tell a trusted adult.
Skills	• I can follow online safety rules and report anything that makes me feel unsafe. • I can ask for help before sharing information or taking action online. • I can recognise when someone is pretending online and avoid risky situations.	• I can resist pressure online and offline to make safe choices. • I can treat others with respect online, even if I am anonymous. • I can report harmful content or contact to a trusted adult.	• I can evaluate online friendships and decide whether they are safe. • I can assess the reliability of information and make safe, informed choices online. • I can act respectfully online and protect my personal information. • ◆ **Statutory addition:** I can check privacy and location settings with a trusted adult.	• I can critically evaluate online content and understand how it is presented or targeted. • I can make informed choices about what to trust and share online. • I can protect my privacy and data while using digital devices responsibly. • ◆ **Statutory addition:** I can resist pressure to share images or information online and know how to get help.
Vocabulary	Password, Privacy, Friend, Share, Block, Report	Profile, Comment, Stranger, Content, Reliable, Respect	Cyberbullying, Scam, Digital footprint, Permission, Targeted, Inappropriate, Location settings	Misinformation, Privacy settings, Identity theft, Evaluate, Manipulated, Responsible, Pressure